

The BUSINESS EDUCATION WORLD

SEP 13 '48

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Vol. XXIX

No. 1

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SEPTEMBER

1948

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Business Education for Everyone

MOST conspicuous of the postwar trends in business education is the sharply renewed interest* in the idea that every high school student should have an opportunity to study general business, just as he now studies general science.

Many will say, "There is nothing new in *that idea*"; but actually there is much in it that is new. Even in the heyday of popularity, junior business training was not offered in more than half the nation's high schools; and rarely has it been required of nonbusiness students.

Moreover, junior business training has seldom emphasized its tremendous potential for "general" education. Elementary business work started before the first World War as a vocational course for eighth and ninth graders who expected to quit school. In the 1920's it became a prevocational course for business students. In the 1930's it became an exploratory or a combination arithmetic-spelling-penmanship course. In the early 1940's it took on added weight in consumer education.

The elementary business course has shuttled from one set of objectives to another; never has it heretofore focused its attention on the citizenship objectives of general education—and that is what "business education for everyone" is designed to do.

The new course emphasizes two facets of business: "social-economics" and "consumer-business." The first concerns the *function* of business; the second, the *use* of business. The first concerns what citizens should know about the relationship between business and the community, between business and prosperity, between business and the group. The second concerns those facts and tools and procedures of business that every

*In 1947 and 1948 alone we have witnessed a tremendous stirring in behalf of "business education for everyone": the convention of the NABTTI; the contribution of the "Basic Business Commission" of Delta Pi Epsilon; the study by Dr. M. Herbert Freeman, "Basic Business Education" (its content and methodology), under the sponsorship of the Business Education Service (U. S. Office of Education); several theses and dissertations; many addresses and panels at professional meetings; and scores of magazine articles. The 1949 NBTA-EBTA Yearbook will be a guidebook on the topic, covering the full why, how, what, where, and when of the subject. That the B.E.W. shares the new point of view is indicated by our extensive Q-SAGO series.

The BUSINESS EDUCATION WORLD

VOL. XXIX No. 1

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John Robert Gregg Said, Many Years Ago

SELF-INSTRUCTION

A course in shorthand and typewriting differs from nearly all other business transactions: you take out only, and exactly, what you put in.

CONVENTION

To be a successful teacher, one must have unbounded enthusiasm—and enthusiasm isn't continuously self-generating; it takes an occasional recharge.

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Successful teaching takes experience—and experience is a very limited thing if we depend solely on our own.

SHORTHAND

The beauty of shorthand is that its advantages are available throughout life.

TYPEWRITING

The real secret of getting results in typewriting is to *teach* it instead of letting it teach itself.

PHILOSOPHY

Be thankful every day that you can—and *do* work!

citizens should know in order to conduct his personal affairs with economy and efficiency.

Business teachers will recognize at a glance that the new course, while it samples the whole field of business, is really our two old friends, elementary business and consumer economics, joined together and taught together with new goals and objectives that are identical to those that the B.E.W. has been publishing for a year in its Q-SAGO articles.

With such scope and stature, "business education for everyone" rightly belongs in the required core of secondary-school subjects. It is time for the business illiteracy of American citizens, with all its costly waste, to be ended.

Professional Report

COMMISSIONER OF EDUCATION RESIGNS

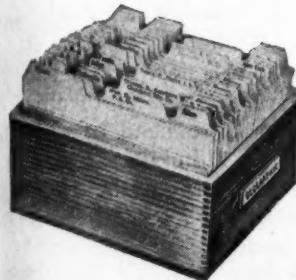
DR. JOHN W. STUDEBAKER, U. S. Commissioner of Education, resigned on June 29 from the distinguished post he has held for the past fourteen years as head of the Federal Office of Education. In his letter to the President, Doctor Studebaker said, "The time has now come when I can no longer afford to remain in the Federal Government." In a conference with newsmen after the President had announced acceptance of the resignation, Doctor Studebaker explained that his \$10,000 salary was inadequate.

Said Doctor Studebaker: "Now that a sound reorganization with an encouraging expansion of the United States Office of Education has been accomplished, I am turning my energies to another frontier of education." On June 30, M. R. Robinson, president of the Scholastic magazines, announced that the former Commissioner would join his staff as vice-president and chairman of the editorial board.

Earlier the same week DEPUTY COMMISSIONER F. B. NORTON, second in command of the Federal Office of Education, also resigned, to become the executive director of the National Council of Chief State School Officials.

Doctor Studebaker began his career as a teacher in Iowa, became superintendent of Des Moines schools in 1920, and accepted appointment as U. S. Commissioner of Education on May 18, 1934. His department has been responsible for supervising Federal funds to land-grant colleges; administering Federal vocational-education laws, including those in distributive fields; conducting educational research; and providing consultative and advisory services to school officials.

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SERIES

RESEARCH APPLIED TO BUSINESS EDUCATION, by Haynes and Humphrey. Basic guide for and review of research procedures. Fundamental text for all graduate students. List, \$2.

PRINCIPLES OF BUSINESS EDUCATION, by Tonne. Honored as an "Outstanding Book in Education" in 1947. Informative, comprehensive picture of business education today. List, \$3.

BETTER BUSINESS EDUCATION, by Andruss. A book with emphasis on improving business education—in its organization, its offering, its teaching. Department-head ideas. List, \$2.

BASIC VOCABULARY OF BUSINESS LETTERS, by Horn and Peterson. A frequency count essential for experimentation and research, whether making tests or writing theses. List, \$2.

ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF BUSINESS EDUCATION, by Strong. A "bible" for local, state, and national school executives and those who work with them. List, \$2.

TEACHING OF BOOKKEEPING, by Selby. Especially valuable for beginning teachers and heads of department. Covers all approaches, materials, and methods of bookkeeping. List, \$2.

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COLLEGE APPOINTMENTS

MARY BELL, from Northern Oklahoma Junior College, to Northeastern State College, Tahlequah, Oklahoma . . . DR. BLAID MAYNE, from head of department at the University of Wyoming and state chief of distributive education, to head of the Department of Business Administration and full professorship at the Sacramento (California) State College . . . S. JOSEPH D. BRUM, doctoral candidate at Stanford University and wartime Army Air Corps colonel, to the head of a newly established Department of Business Education at the San Francisco State College, with the rank of associate professor . . . EZRA D. HEYLEN, from High Point (North Carolina) College, to post of director of commercial education for the Portsmouth (Virginia) public schools and head of the Commercial Department in the Woodrow Wilson High School, co-ordinator of vocational education, and principal of the evening school.

DR. KENNETH B. HAAS, former U. S. Office of Education field representative in business education and well-known expert in distributive education and visual aids, from post as training director for Montgomery Ward Company, to head of the Department of Marketing at Loyola University, Chicago, with the rank of full professor . . . JEAN KNOTT, graduate student at George Peabody College for Teachers, to Delta State Teachers College, Cleveland, Mississippi, as assistant professor of business education . . . STEVE HOMICK, another graduate student at Peabody, to the Berea (Kentucky) College.

FRANK LIGUORI, from the University of Pittsburgh and the Business Training College, Pittsburgh, to the staff of the Business Education Department at the University of Cincinnati . . . DR. FLOYD A. BOND, from Carleton College, Northfield, Minnesota, to Pomona College, Claremont, California . . . MARJORIE KELLER, from the Margaret Morrison Carnegie College, to the Bloomsburg (Pennsylvania) State Teachers College.

To the staff of Northeastern University, Boston, THOMAS N. FARREL, co-ordinator of co-operative work; ROBERT A. DALLAS, instructor of economics and insurance; and HAROLD HURST, instructor in accounting.

MILTON OLSON, from Ball State Teachers College, Muncie, Indiana, to head of Busi-

ness Education Department at the State College for Teachers, Albany, New York . . . DR. VERNON A. MUSSelman, from the College of Business Administration at the University of Denver, to the chairmanship of the Department of Business Education at the University of Kentucky (succeeding Dr. A. J. Lawrence, who recently left Kentucky to accept a similar post at the University of Mississippi) . . . SAMUEL STRAUS, from the University of Toledo (Ohio), to the Illinois Institute of Technology, Chicago.

DR. CARROLL A. NOLAN, from supervisor of business and distributive education for the state of Delaware, to associate professor of business education at Syracuse University . . . ROBERT L. HITCH, from MacMurray College, Jacksonville, Illinois, to director of business education at the University of Wyoming, Laramie.

DR. LESTER L. SLUDER, from Indiana University, to director of business education at Boston University, succeeding DR. JOHN ROWE, who has joined the staff of Teachers College, Columbia University . . . JOHN PIZOR, from Warren (Ohio) Business College, to the staff of the Business Education Department at Grove City (Pennsylvania) College . . . EDWARD E. BYERS, graduate student at the University of Pittsburgh and former Veteran Administration guidance consultant in Pittsburgh, to an instructorship at Simmons College.

ELIZABETH BOSTICK, from South Georgia College, and MAXINE PATTERSON, from Coker College, Hartsville, South Carolina, to John B. Stetson University, De Land, Florida . . . GRACE E. HERR, from Bard-Avon Business College, Baltimore, Maryland, to the Department of Business Education at Madison State College, Harrisonburg, Virginia . . . LURA LYNN STRAUB, from the University of Wyoming, to San Diego (California) State College, as assistant professor with duties in the Secretarial Department . . . MERTON BOWLING, graduate student at Boston University, to assistant professor of commerce at the University of Wyoming, to fill the vacancy left by Miss Straub . . . PAULINE POTEET, from Oklahoma A. & M. College, to graduate assistantship at Indiana University, Bloomington.

GERTRUDE M. DUBATS, from the Terre Haute State Teachers College, to the Whitewater (Wisconsin) State Teachers Col-

lege as supervisor of student teachers, with the rank of assistant professor . . . GEORGE K. COOPER, graduate student at Indiana University and former teacher in the Reynolds (Illinois) Community High School, to supervisor of student teachers in business education at the Western Michigan College of Education, Kalamazoo . . . DALE M. SHULAW to Delta State College, Cleveland, Mississippi . . . THOMAS B. HOGANCAMP, graduate student at Indiana University and former teacher at Benton (Kentucky) High School, to the Murray (Kentucky) State College.

NORDEAN BURRESS, from Lebanon (Kentucky) High School, to the staff of George Peabody College for Teachers . . . DR. C. WILSON RANDLE, from the Agricultural and Mechanical College of Texas, to the post of Dean of the School of Business Administration of Cleveland College . . . MRS. VERA SPEARS, from Morehead (Kentucky) State College, to Appalachian State Teachers College, Boone, North Carolina.

BUSINESS APPOINTMENTS

PAUL B. DENNIS, for the past four years assistant manager of the New York Office of the Gregg Publishing Company, has been promoted to the full managership of that office. He fills the vacancy created by the resignation of the former manager, W. W. RENSHAW, who has since purchased the Sherman Business College, in Mount Vernon, New York, and reorganized it as the Mount Vernon School of Business.

Mr. Dennis has been with the Gregg Publishing Company since February, 1935, and has served the firm as a field representative in Pennsylvania, Delaware, Maryland, Georgia, and Florida. Before joining the Gregg staff, Mr. Dennis was graduated from Muhlenberg College, took graduate work at New York University, worked for five years as representative of another publishing house, and taught in the Red Bank (New Jersey) High School for four years.



Paul B. Dennis

HARRY BOWSER, eastern sales manager for the Gregg Publishing Company and representative of the firm since 1935, has accepted the position of manager of the Education Department of Thomas A. Edison, Inc.

A graduate of Temple University, Mr. Bowser has had extensive teaching and administrative experience in the high schools in Pennsylvania and New Jersey. He has written numerous articles in the professional magazines of both education and business, collaborated on a textbook

on salesmanship, and has made many addresses before teacher and businessmen organizations. He first joined the Gregg Publishing Company in 1935 as its New York State representative and was promoted to eastern sales manager in May, 1944.

His former associates, including the staff of the **BUSINESS EDUCATION WORLD**, offer him sincere congratulations on the fine professional advancement that his new position represents.

VERNON E. HUNGATE, formerly supervisor of secondary education in Nebraska, has accepted appointment as director of the Lincoln School of Commerce, according to an announcement by W. A. ROBBINS, president of the school. Mr. Hungate, a former commercial teacher and a doctoral candidate at the University of Nebraska, will also continue as director of the Nebraska State Health Planning Committee.

PROMOTIONS

NELSON LEIST, for several years head of the Commercial Department at Shaw High School in East Cleveland, to assistant principal of the school . . . At the University of Houston: **DR. RAY W. BALDWIN** and **DR. J. MARVIN SIFE** elevated to the rank of full professor, and **JEROME PESCHKE** advanced to the rank of associate professor.

DR. ARNOLD CONDON, head of the Department of Business Education at the University of Arizona, from assistant professor to associate professor . . . **CLYDE E. KLINGER**, doctoral candidate at Penn State College



Harry Bowser

and until recently supervising principal of the Dushore (Pennsylvania) Public Schools, to the new position of chief of Private Business School Registration, State Department of Education, Harrisburg, Pennsylvania.

At Indiana University: **JOHN R. JONES, JR.**, from a graduate assistantship, to an assistant professorship in office management and procedures; and **JOHN EATON**, from graduate assistantship, to instructorship in business correspondence.

PERSONALS

Married on June 23, **HORTENSE STOLLNITZ**, Remington's famous speed typist, and **JOHN L. ROGERS**, New York City real estate broker. Miss Stollnitz, holder of many amateur and professional honors in speed typing and author of many contributions on typewriting instruction, will continue (using her maiden name) as director of the School Department in Remington Rand's Typewriter Division.

Just married, two teachers at George Peabody College for Teachers: **JAMES E. SPILLMAN**, accounting instructor, and **LAURA WYLES**, graduate assistant in secretarial studies, on August 21, in Owensboro, Kentucky, with their department head, **Theodore Woodward**, as best man.

RALPH H. BAKER, principal of New York City's famous High School of Commerce since its founding in 1924, retired on June 30 after forty-five years of service to the public schools of New York City.

DR. M. HERBERT FREEMAN, who has been on leave of absence for several months to conduct a study on "Basic Business Education" as senior research specialist in the Business Education Service of the U. S. Office of Education, has returned to his position as director of business education at the Paterson (New Jersey) State Teachers College.

DR. A. J. LAWRENCE, registrar of the University of Mississippi, has been recently elected president of the Mississippi Association of College Registrars.

DOCTORATE

DONALD K. BECKLEY, director of the Prince School of Retailing at Simmons College, Doctor of Philosophy, from the University of Chicago. Dissertation: "An Evaluation of Professional Training for Retailing." June, 1948.

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BEREAVEMENTS

ALBERT L. SOULE, Sr., president of the Soulé College in New Orleans, died last May after an illness of two weeks, at the age of eighty-two. A native of New Orleans and a teacher of mathematics, bookkeeping, and accounting for more than half a century, Mr. Soulé was for many years the distinguished head of an educational dynasty founded nearly a century ago by his father, Colonel George Soulé.

An attorney, a gifted mathematician, a civic-minded educator, a 33d degree Mason, a former Shrine potentate, and a successful planter, Albert Soulé still found time for many professional and business activities, including service with many of the Mardi Gras organizations.

But his career was primarily identified with and dedicated to Soulé College, founded by his father and now passed on to his sons for its future conduct. That the school had earned a high name under his leadership is shown by this quotation from a New Orleans newspaper: "This institution has occupied a unique place in New Orleans for nearly a century, because it was not merely another school for training stenographers and bookkeepers. It was endowed by its founder and his successor with an individuality that inspired generations of students to strive for—and, in almost innumerable instances, to attain—civic and business leadership."

Surviving Mr. Soulé are his widow, Mrs. Anna Cooper Soulé; three daughters; four sons; and several grandchildren and great-grandchildren. The school will now be administered by **GEORGE SOULE**, president; **WILLIAM ESTY SOULE**, executive vice-president; **LOUISE DELAURE**, vice-president and principal of the secretarial division; and **EDWARD E. SOULE**, secretary and treasurer.

DEAN JOHN THOMAS MADDEN, of the New York University School of Commerce, died in New York on July 3, at the age of sixty-five. A leading authority on accountancy, inflation, currency stabilization, and international economics, Dean Madden



Albert L. Soule, Sr.

was known throughout the world for his books, his articles, and his participation in matters concerning international exchange. He had been decorated by several foreign governments, to cite but one of his many honors.

Dean Madden is survived by his widow, Mrs. Anne Corrigan Madden, four daughters, and three grandchildren.

Organizations

NEW STATE OFFICERS

Recently elected officers of state associations in business education include the following.

California (Central Section). **GLADYS COFFMAN** (Merced), president; **AL ALBRECHT** (Avenal), vice-president; **BERTHA SOKER** (Madera), secretary; **ROSCOE MORGAN** (East Bakersfield), treasurer; and **MRS. CAROLINE ERBELE** (Dinuba), bulletin editor.

Wisconsin (Business Education Section). **J. W. BUSS** (Marinette), president; **GRACE CALKINS** (Eau Claire), vice-president; **JOE G. GUNDERSON** (Appleton), secretary; and **ELIZABETH HORNICK** (Marinette), treasurer.

Kansas. **MARY K. POUNDSTONE** (Hutchinson), president; **HAROLD L. ROYER** (Emporia), vice-president; and **PEARL REEVE** (Sterling), secretary-treasurer.

Getting off to a good start, this new organization of business teachers has already successfully launched a publication, *The Kansas Business Teacher*, which is edited by President Poundstone.

Michigan (School Secretaries). **MARY McELROY** (Grosse Pointe), re-elected president; **FLORENCE HUNTLEY** (Grade Rapids), vice-president; **DORIS FRYE** (Saginaw), recording secretary; **IRENE WASHBURN** (Jackson), corresponding secretary; and **RUTH PAKE** (Bay City), treasurer [President McElroy, a graduate of Detroit Commercial College, is one of the few presidents of a state organization who is a holder of the Gregg Expert Medal for writing at 175 words a minute—and a 100-word-a-minute typist! See page 49, September, 1947, issue.]

Ohio (Business Schools). **JULE BARNETT** (Lima), president; **J. VINCENT THOMPSON** (Steubenville), vice-president; **LEROY R.**

ZIMMER (Hamilton), secretary; and R. W. SOENS (Oberlin), treasurer.

Ohio (Business Teachers Association). ROBERT FINCH (Cincinnati), president; NORMA RICHTER (Columbus), vice-president; CARLOS K. HAYDEN (Columbus), secretary-treasurer; LILLIAN STARKEY (Akron), membership chairman; NELLIE A. OGLE (Bowling Green), editor; and MARGUERITE APPLE (Athens), business manager.

NEW REGIONAL OFFICERS

Recently elected officers of regional associations in business education include the following.

Central Commercial Teachers Association. LOUISE SEIDEL (Dubuque), president; HOWARD C. PORTER (Des Moines), vice-president; FLORENCE LUDWICK (Dubuque), secretary; and Mrs. GLADYS SEARS (Mason City), treasurer.

CATHOLIC GROUP ELECTS OFFICERS

Meeting in Cardinal Hays High School for a two-day convention last May, members of the Catholic Business Education Association from all over the country heard an inspiring address by FATHER JAMES KELLER; two excellent panel discussions; a demonstration of new visual aids; and another address, this one by FATHER JOSEPH C. KRUG. With a record attendance and a great number of book and equipment displays, the group enjoyed a convention equal to many regional meetings of other national organizations.

Officers for the CBEA for 1948-1949 elected at the convention include the following.

BROTHER JOHN M. MURRAY, FSCH (Rice High School, New York), president; BROTHER JOSEPH F. KEIMIG, S.M. (Purcell High School, Cincinnati), vice-president; SISTER M. GREGORIA, B.V.M. (Mundelein College, Chicago), secretary; SISTER M. REGIS, O.P. (St. Vincent Ferrer High School, New York), treasurer; BROTHER GEORGE NAGEL, S.M. (Dayton University), organization director; SISTER M. DOROTHY, O.P. (Bishop McDonnell Memorial High School, Brooklyn), national contest chairman; and BROTHER JAMES LUKE, F.S.C. (St. Mary's College, Winona, Minnesota), national research director.

(Continued on page 61)

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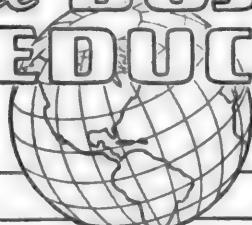
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The BUSINESS EDUCATION World



Vol. XXIX September, 1948

No. 1

The Business Letter of Bygone Years—I

Business Correspondence in Colonial Days (1626-1776)

■ CARL NAETHER
University of Southern California

WHOEVER delves into the history of business letter writing soon becomes aware of the slowness that has marked the evolution of the business letter. Both in language and in form—particularly in form—the changes wrought over the years have been gradual; for the businessman was, and is, governed by precedents that he has been reluctant to relinquish.

In this series we are concerned with seventeenth-, eighteenth-, and nineteenth-century books in which the authors have placed stress on the subject of commercial correspondence. Our intent is to highlight important aspects of the business letter of those vanished years so that we may note the changing customs and compare them with those of today.

The materials reviewed were gathered over a period of years through personal examination of books on commercial correspondence available at the Library of Congress, Baker Library (Harvard University), the New York Public Library, and similar sources, as well as of books that the writer has made it his hobby to collect ever since he began to teach business correspondence some twenty odd years ago. There may be more such books, widely scattered in

personal, school, and public libraries, which he has not seen and examined; therefore, there has been no attempt to be exhaustive and final, but only selective and suggestive; to reveal interesting, and often ingenious, patterns in the practice of early business writing—patterns frequently and surprisingly similar to those in the business letter of today.

Business in the early days was often conducted in the home, where the transactions were incident to the lives of almost every member of the family. There were no business offices, no business houses, no business sections as such. Business was strictly a personal practice—the affair of one man or of a few men. It was usually transacted on a friendly, more or less social, basis. The letters written in those early times were few and far between, their dispatch was very slow and frequently quite uncertain. Laboriously written with pen and ink at home, they were mixtures of business and family affairs and carried personal and political (in addition to business) news from one businessman's family to another's.

It is no wonder, then, that in both general form and tone there should have been but little difference between social and business letters, or that the early books on the subject should have laid more stress on social than on commer-

cial letters. We find many "American Ladies and Gentlemen's Letter Writers, Treating of Business, Duty, Friendship, Love, Marriage, and Amusement," in which business writing plays a very small part. Gradually, as business assumed more importance in the lives of the people in towns and cities, as it was being separated more and more from family and home activities, as it became more specialized and more efficient, its common tool of communication — the letter — emerged from its social and family atmosphere into the sphere of "business only." Paralleling the growth and the specialization of business, writers of books on correspondence paid increasing attention to commercial phases, separating business from social (polite) letters—at first in distinct sections of one and the same volume, later in separate volumes.

Many of the early works are characterized by a surprising, and frequently very exact, similarity: certain portions of their context are the same, word for word. With laws on plagiarism and copyright largely nonexistent at the time, some authors of early books on letter writing were satisfied simply to copy letters they considered models of excellence, very rarely giving credit to the sources from which they appropriated their materials. Such letters often appear in a number of books, having, so to speak, been passed on from generation to generation. Collections of such letters constitute so-called model letter books, the contents of which in part or in whole were frequently copied verbatim by businessmen in need of certain forms, phrases, and ideas. In other words, the average businessman, poorly trained or wholly untrained in the art of writing letters, eagerly sought models that might fit his needs. Apparently, he was more concerned with formality, correctness, and elegance of expression than with originality and thoughtfulness. This habit of copying other men's ideas and styles is particularly apparent in the readiness with which letter writers "adopted"

whole opening and closing paragraphs from others' writings. Hence, the many and enduring clichés in business writing—then and to this day.

1626: Angel Day

Undoubtedly the earliest business letters in America were written by merchants who had emigrated from the British Isles to America and who introduced English business customs to the new land. It seems quite reasonable, therefore, that among our first books on business letters should be the 450-page classic published in 1626 in London, England, and written by Angel Day. Its title page brings the following information:

The
E N G L I S H
Secretorie,
or,
Methode of
WRITING OF EPISTLES AND LETTERS
WITH
A DECLARATION OF SUCH
TROPS, FIGURES, AND SCHEMES

as either usually, or for ornament sake
are therein required.

ALSO THE PARTS AND OFFICE
of a SECRETORIE

Divided into two booke.

Now newly revised, and in many parts
corrected and mended:

By ANGEL DAY

LONDON

Printed by William Stansby.

Unquestionably this rare book is one of the oldest and most comprehensive works dealing with the art of writing English letters. It opens with a detailed explanation of the essentials of an "Epistle," which is defined as "the familiar and mutuall talke of one absent friend to another." The author classifies epistles or letters, according to their main purpose, as "laudatory and vituperatory," "petitory," "amatatory," "familiar," and so

■ *Carl Naether is well known for his researches in old textbooks. At the invitation of the B.E.W. he has prepared a wondrously fascinating series to trace the evolution of business correspondence in America. This series will provide more than a backdrop of history for researchers or of information for business English teachers; this is a chronicle of business itself, of a maturing America. This is reading for everyone!*

on, ending with "mandatory," which includes letters from a master to his servant or factor beyond the seas, and "The Parts, Place, and Office of a Secretory." Almost all the epistles deal with familiar (that is, social) correspondence; business letters are referred to only in the mandatory group.

With great care Angel Day defines not only the purpose but also the style of the epistle. This latter phase he divides into three more or less distinct types: the Sublime, the Humile, and the Mediocre. Of these, the Humile Style is apparently best suited to business letters, it being defined as "the lowest, comicall, and most simple of all words, the matter whereof is the meanest subjeck of any argument that may be, intermeddling in common causes, advertisements and mutual affecks of everyone, the stile whereof sweepeth even the very ground at selfe, and is fittest appropriate to our familiar letters."

Of special interest is the chapter devoted to the mechanical aspects of writing epistles and letters: "the manner of salutation; the order of taking leave; the subscription, and the outward direction."

Superscriptions prescribed by Angel Day include the use of titles that today would be regarded as inappropriate: "To the most noble and towardly young Gentleman, G.T., Esquire," and "To my very good father, W.C., Merchant of the Citie of Birmingham."

The "farewells," or closing paragraphs, appearing in this unique book begin with a participial construction, which in American business correspondence had become a sign of triteness and flabbiness, to be avoided at all costs, well before the

first World War. Quite likely the last sentences were purposely begun with present participles in order to lend them a certain smoothness that blended with the intended familiar and deferential tone:

Acknowledging my selfe deeply bound unto your Lordship for many sundry favours, I do remaine in all humble reverence . . .

Finding my selfe manyways beholding into your exceeding courtesies, I end . . .

Wishing unto you and yours, as much happiness as my selfe I am clogged with carefulness, I surcease . . .

Likewise marked by a strong note of subserviency and familiarity are the Subscriptions, or closing salutations, provided in Angel Day's book:

Your Honours most assured in whatsoever service.

Alwayes attendant upon your Lordship's pleasure.

Yours as you like to have me.

Yours while life swaith within me.

Secretarial Duties

Most interesting and revealing is the chapter devoted to "The Parts, Place, and Office of a Secretory," because it brings us one of the earliest definitions of the scope of the secretary's duties and of the particular qualifications necessary for this position of trust and responsibility in the 1620's.

"The Secretory," so Angel Day asserts, "is a keeper or conservator of the Secrets unto him committed. . . . As to a Closet, there belongeth properly, 'a doore, a locke, and a key; to a Secretory, there appertaineth Honesty, Care and Fidelity. . . . The servant [meaning the secretary] is tyed in trust, and by contrarying of such trust, or in performing thereof, is held treacherous or unfaithful."

Among the qualifications requisite for

a secretary, the following are emphasized:

(1) "The person, touching his education or beeing . . ."; (2) "His conversation and order of leaving . . ."; and (3) "His sufficiency, by skill, knowledge, and ability wherewith to discharge the duties of his calling."

The secretory should be descended of honest family or parents, have good education, whereby the mind well-disposed is oftentimes framed to very good purpose. . . . [He should be] well studied in the Latin tongue. That he have a good memory, be well languaged, sufficiently read in the Histories and Antiquities, know the customs, manners, and conditions of men, cities, and countries, to have familiarity with strangers, have the faculty of letter-writing. . . . His office is likewise to entertaine all manner of suters unto his Lord, to conceive and understand of their severall occasions, and how much or how little, they or any of them to import, to answere the dispatch of the greatest with as much facility as he may and those of lesse moment with discretion to remove, to the end the walkes and passages of his Lord bee not with the vaine and frivilous demeanours of fond people too often encumbred.

Assuredly, then, the "Secretory" working in the counting houses of the 1620's was, especially for his day, a person of no mean education and accomplishments. For, a sound knowledge of Latin and English, a sufficient background in the "Histories and Antiquities," and the faculty of writing letters, combined with the ability to accord "all manner of suters unto his Lord" as well as his correspondence the importance both deserved—all these qualifications clearly show that the position of "Secretory" was one of real importance even 320 years ago when businessmen had not yet dreamed of such office and secretarial indispensables as typewriters, telephones, filing cabinets, and the like.

Like most early business letters, those appearing in *The English Secretorie* consist of only one paragraph each. They differ decidedly from modern business letters in that each one treats a variety of topics and in that their tone is strongly subjective. The writing is usually detailed and frequently verbose, yet clear and coherent. No doubt is left in the reader's mind as to the meaning of the various passages, which appear singularly free from hackneyed expressions.

The following letter, "Mandatory from a Master to his Servant," exemplifies the points just emphasized. Note particularly its personal (in places, almost affectionate) tone and its specific reference to many different topics. The care with which this message was written is shown, at least in part, by the consistent use of long, well-composed sentences.

Albeit I have many occasions to write unto you by this bearer, which time will not suffer me to doe: Nevertheless, such as are most needfull I will hereby remember you of. At my departure from N. I gave order for certaine wares to be sent unto you from thence by the carrier of C. and thereof did then write unto you at large in a Letter, and sent inclosed in that letter a bill of the parcels. Now, having sithence considered with my selfe of the matter, my desire is, that you do not transport them as I was determined, but let them rest untill my home coming, for that there is a ship shortly going for B. of M. Alderman H. with whom I am determined to joyn in the whole freight, and meane, by Gods grace, therein to passe both those and some other commodities. . . . The haste of this bearer will not suffer me to write more, only looke to my businesse, have care of the trust in you repos'd, and command me to your Mistresse, tell her I will hasten homeward as fast as I can. And so to God commit you, R. this of, &c.

Your loving Master, &c.

1713: John Hill

Another valuable document of very early business correspondence, consisting largely of specimen letters, chiefly social, but with a good many legal and other forms, is John Hill's *The Young Secretary's Guide* (1713), 4th edition by Thomas Hill, gent. Published in Boston, this informative 196-page book, "made suitable to the people of New England," is divided into two parts, the first treating "Letters relating to business in merchandise, trade . . ."; the second, containing "Writings obligatory . . ." Author Hill fails to mention any types of business letters or business stationery. He does, however, give instructions regarding the proper mechanical setup of the letter, the style of writing, and other related matters, the use of which reflects the business and social tendencies of the times.

Thus, in urging the use of proper titles

M^r Tho Hancock

Sr

London ¹³ Sep. 1742

Copy of McDaniel

We have not by several Ships lately arrived
been fav^w to any of your Commands this only serves
to advise that Cap^t Benj^t Egglestone has & his
Letter, dated Jamaica the 11th of May last remitted us
for your Acc^t a Bill of Exch^a for £225: Sterling
drawn by John Colebrooke on Henry Pelham Esq^r
Pay Master General of his Majestys Forces which
Bill came to our hands the 27th Aug^t last & is
Accepted no doubt but will be duly paid when
shall be carried to your credit. Inclosed y^r have
Invⁱ & Bill of Lading for Sundys y^r wrote for
sometime past for your Family's use now
Shipt on Cap^t McDaniel Am^t to £29:19:4 -
which have debited you for we wish them
safe to your hands & hope they will prove to
your & Lady's Liking w^t we shall be glad to
hear hope we shall soon be fav^w to your
farther Com^d & remain

Y^r affec^t Sons & Daughters
Bourrav & Schaffer

■ This English business letter, dated September 13, 1742, addressed to a Colonial businessman, shows clearly the style of business letters of that era. Note its one-paragraph structure, flourishes, abbreviations, and "indented" style. (Reproduction from photostat of original letter.)

in the inside address, John Hill cautions his reader to be "very wary, for a little mistake may give disgust and spoil all, especially with those of the higher Rank . . ." Later on, he suggests that the letter be addressed "to the Dignity or Degree of the Persons written to. . ." He continues with some concrete illustrations:

As for Persons of other Ranks, as Gentlemen and Gentlewomen—To the Worthy Mr. P.C. or to Mr. P.C.; To the Worthy Gentlewoman A.D. or to Mrs. A.D.—and to others, their names and the places of abode; or you may dignifie them with Master or Mistress, according as your Humour suits you.

Consideration for the general neatness of the physical appearance of the letter is contained in this revealing, one-sentence paragraph:

As for folding up your letters, every one takes his Humour, therefore it will signifie little to me to direct them in it; but observe to do it neat, and let your Wax or Wafer be fixed on genteely, without blurring or spattering, so that you well Inditing may not be reflected on by Carelessness or neglect in any Point, but in everything be circumspect and cautious to please, that you may have your Expectations answered.

Advice as to the style to be used is given in these words: "To write to an unlearned and mean Person in a high-flown rhetorical Stile will puzzle him or her, or be looked upon as Ridiculous, if not offensive, as being taken for Banter rather than a true Meaning of your Intention, and often obstructs an Answer, and therein frustrate your Expectation."

Even though most of the specimen letters in *The Young Secretary's Guide* have only one paragraph, its author states that "A Paragraph is placed where there is an intire Story that wants nothing to be joyned to it to give the true Relation of the Matter of Narration."

Representative of the type of specimen letters appearing in this unique book is the following:

Sir,

I Received yours of the twentieth past, Old Stile, and in all Gratitude, as I am justly bound, return you my hearty Thanks for your Care of, and good Wishes towards me: As to

what you are desirous to know, I shall give you that Satisfaction in the best manner, I not only found favourable Seas and Winds in my Passage, but the like Reception in the Port of L., where I now reside; the Business I undertake, is at present somewhat difficult, but Diligence and Care will soon surmount these Difficulties. Blessed be the eternal Disposer and governor of all Things, through his Mercy I enjoy my Health here in that full perfection I brought it from my Native Shore, and hope it will so continue, though in a distant Climate. We enjoy Plenty, and have a prospect of gaining Riches by Trade. The Country abounds with all things necessary:

And so, in hopes at my Return to give you a satisfactory Account of my Proceedings, with my hearty Love to you, and all our Friends, so I remain,

Your most obliged Friend, B.K.

Regarded from the modern point of view, letters such as the foregoing are wordy, vague, and lengthy. Their being models and perhaps not facsimiles of actual letters may in part account for their lack of concreteness. On the other hand, such letters have an atmosphere of friendly, cordial, and personal interest that can hardly fail to impress the reader favorably.

Since, as the sub title states, *The Young Secretary's Guide* was made especially suitable for the people of New England, we may safely assume that such letters as those cited above represented in both form and style of writing the approved business usage of the day. This assumption receives further support from the fact that John Mill's book proved to be one of the most popular of its kind—a 5th edition being published in 1718 and a 7th edition in 1730.

1772: Thomas Wise

If variety of subject matter be an indication of the worth of a book, then Thomas Wise's *The Newest Young Man's Companion*, 8th edition, published in 1772, and printed in Great Britain, should qualify. It treats such varied topics as "The Management of Horses with directions to prevent distemper"; "The Art of Painting in Oil and Water Colours"; "Tables showing Accompts ready cast up"; "An English Spelling Dictionary," and so on; "the whole calculated

to qualify Persons for Business without the Help of a Master, and illustrated with a Map of the World."

Of particular interest is the section on "Letters on Compliments, Business, and several other important Occasions," which is introduced:

I here present you with a collection of useful letters on such subjects as may naturally occur to a young man, both before, and at his first setting out in the world; which, if read attentively, and copied carefully, will soon correct his orthography, and his manner of writing, and serve him to form a tolerable stile.

Most of the book's twenty-seven letters are social in character. Among the notable exceptions is the following adjustment letter.

Mr. Thomas Merchant,

SIR,

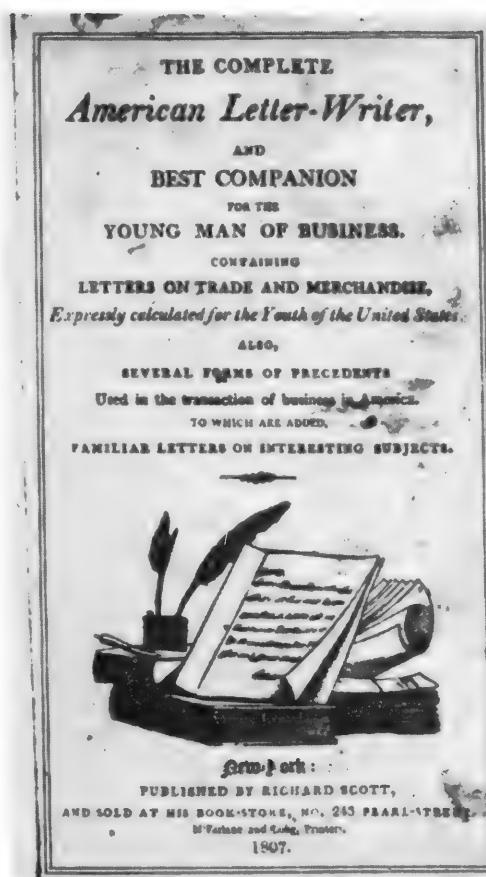
I Received yours, and for answer say, I am very sorry to hear that the goods have not answered your expectations; however, have placed them to the credit of your account, and returned others in their stead by Robert Derham the carrier. I know my master would willingly oblige you in any thing in his power, and as his faithful servant I have herein done my utmost to give you satisfaction, who am

Your most humble servant,

To Mr Tho. Merchant,
clothier in Halifax.

Summarizing the impressions gained from the materials found in these fascinating old books on letter-writing, we may say that commercial correspondence during the Colonial days bore certain unmistakable characteristics. Being modeled largely after British letters, the correspondence of this period shows this influence clearly: In the use of formal titles and formal opening and closing salutations; in the spelling of many words; and in the strongly deferential tone suggesting master-and-servant relationship.

Another distinctive aspect of these early business letters is their outspoken individualistic tone, which is provided by the continual use of the personal pronoun "I" and which lends them an atmosphere of familiar and personal, rather than commercial, correspondence. Almost invariably the business letters of this period, though touching on a variety of more or less related topics, con-



■ Facsimile of title page from one of the first *American letter-writer* books—that published by Richard Scott in 1807. Despite its proclaimed statement, "Expressly calculated for the Youth of the United States," most of contents were stolen from an English publication. (Reproduction from photostat.)

sist of single paragraphs. Long and rather verbose sentences flow smoothly and serenely through these letters, which were penned at a time when business was transacted in leisurely fashion. Moreover, it may have been that the use of short sentences was then frowned on as imparting a directness and curtiness to the writer's style—qualities not in keeping with the social and business amenities of the time. [To be continued]

Beginners' Luck

■ ROSE COLIBRARO
Campbell County High School
Gillette, Wyoming

NEVER a dull moment! If it isn't purple bubblegum, it's big wax buck teeth. What one student doesn't think of, six others do. The halls of Campbell County High School are always full of life—full of young boys and girls who are developing their abilities and preparing to become citizens.

Campbell County High School is located in Gillette, in the northeastern corner of Wyoming. About one-third of the student body, which comprises approximately two hundred students, comes from Gillette; others come from ranches in the county. As one of the two commercial teachers, my duties consist of teaching Typing I and II; Shorthand I and II; supervising a study hall; and sponsoring the Sophomore class, the cheerleaders, and the student council.

Last year I received my bachelor of science degree in commerce from the University of Wyoming, at Laramie. I had worked four summers in Casper as a stenographer—two for the Stanolind Oil and Gas Company, and one each for Socony Vacuum Oil Company and the Wyoming National Bank. My business experience has been extremely helpful to me in my teaching: I can answer more confidently students' questions on actual commercial practices, for I know those qualities and skills that employers seek. The methods courses in typewriting and shorthand that I took at the University [under Dr. F. Blair Mayne—*Editor*] were of great help to me during the first year. In both courses we were required to write term summaries of all the points covered—the aims and objectives, courses of study, standards of achievement, techniques and procedures to be used, sample lesson plans, methods of selecting textbooks, and so on. Being "green" in the field, I kept those two term papers in my

desk as my first-year guidebook, referring to them constantly.

The First Day

I'll never forget that first day of teaching! It was memorable, not because of what happened, but because of what did not happen. I was not one bit nervous! During the summer I had had several first-day-of-school nightmares that did absolutely nothing to help me gain self-confidence. Things went so smoothly that first day, though, and it was so pleasingly different to be on the "other side of the fence" for a change, that I realized my summer's misgivings had been in vain. In fact, the only time I was ever really nervous was the morning of my first (and last) discipline case, when I went to see the principal to discuss "matters." But then I had a right to be nervous—the student was a foot and a half taller than I. Things turned out well, however; he is now one of my best typists.

As I look back over the months of my first year of teaching, I see many bumps to be smoothed out next year. I found out, for example, that college and high school are *very* different. In college the student either got the assignment "or else." That is not true in our high school: The student has to be and is drilled and redrilled and tested over and over by the teacher. You cannot assume that high school students will study as college students do.

This year I expect to do the same work I did last year—with about 50 per cent of the effort. Working out assignments in advance, knowing ahead of time what questions will be asked, realizing what I did incorrectly this year, being familiar with the textbooks—all these points are making the second year easier. I have a truer understanding of the high school student, his capacity for work, his pace of learning, his reactions to various situations; I shall be able to make my plans for *him* rather than for the "textbook" student about whom I was accustomed to read and study.

Some Things Are "Never Again"

A teacher, I have found, must always be careful of what she says in class; students are adept at finding double meanings. One day in beginning shorthand I advised my students to clear their desk tops of books when taking dictation so that the writing arm would not become tired. "Later on," I told them, "we shall learn to take dictation in various other positions." This was immediately misinterpreted and brought snickers and rolling eyes from most of the girls. Believing the *faux pas* to be forgotten, I walked into class the next day and was immediately confronted with the brazen question, "We want to know, Miss Colibraro, what experience you've had in taking dictation in 'various other positions.'" Amid the students' laughter and my very red cheeks, I stated that we were probably not thinking of the same thing at all and went on to list the various writing positions—omitting, of course, sitting on the dictator's knee.

Once, in advanced typing, I was explaining the mathematics for an oversized tabulation problem, a problem that had to be done lengthwise on the paper. I worked the problem on the board; and, when I saw all the blank-looking faces, I decided I had better work out a simpler example. Working a bit too fast for myself, I was "caught up" on several points by one of the better students. In a few minutes I felt myself hopelessly lost; the class was even more dazed. I stopped.

"Now you can see how important each step is," I said. "You can see how confused I get myself when I work through this problem too fast; each step must, therefore, be taken slowly and thoroughly, checked and rechecked."

The dismissal bell saved me from any further embarrassment. That night I went home and laboriously worked out another complete example containing no loopholes, which I carefully presented to my class the following day. The results of a test on similar material a few days later seemed to indicate that I had cleared that hurdle successfully.

Variety is the spice of life, they say. Thinking perhaps my beginning typing students needed a little "spice," I decided to let them make a crossword puzzle on the typewriter and then work it. When everyone had finally struggled through the new process of drawing lines with a pencil on the typewriter, typing in numbers, x'ing out certain squares, and typing the words to be defined, I discovered to my amazement that only two or three actually knew what a crossword puzzle was or how to work one. They all asked, "Why do we have to do this?" What I had thought would be a day of diversion turned out to be an extraordinarily difficult day for all of us!

It gets on a teacher's nerves when the students do not pay attention when she is explaining an exercise, but it is even worse when they apparently are listening and yet turn in their assignments all done incorrectly. I have yet to develop the ability of explaining problems simple enough so that the below-average student can understand; that's a secret objective for this year.

There Are Compensations

It is most gratifying to sit back and watch a typing student come in to type his notes for another class, to type a business letter for himself or for one of the school organizations, or to type a theme for a friend, knowing that only a few months before he had no knowledge of typewrit-

■ *Oh, for the privilege of repeating the first year of teaching! Veterans will enjoy Miss Colibraro's enthusiasm, her mistakes, her lessons learned. Newcomers and teacher trainees will find some very real help here, too, for this is the story of the author's first year of teaching. It is first of a series.*

ing. It gives a teacher a sense of satisfaction to see shorthand students sit down at the typewriter and from a page of notes transcribe an attractively typed business letter, and to know that one day those students will be earning a living by using the Gregg they learned in high school.

To know that one is teaching subjects

that are valuable and useful to high school students; to be able to see actual progress from week to week; to be able to study personality traits, or even help develop them; to be around young people who have a knack for making life interesting —these are reasons why teaching is so enjoyable and worth while.

■ *Have you wondered whether it was better to practice daily shorthand lessons by reading it or by writing it? Doctor Anderson, famous analyzer of shorthand researches, reviews here the experimental study of Lars G. Crandall¹ and reports his answer.*

Studying Shorthand—Reading Versus Writing

■ **A Research Review by**
RUTH I. ANDERSON
Texas Christian University

PROBLEM. In this investigation the effect of repeated reading of shorthand outlines was compared with the effect of repeated copying of shorthand outlines.

Procedure. The experiment included 88 high school students and 36 university students. The students had started their shorthand training in the fall of 1943 and had finished 29 weeks of training when the experiment began in April, 1944.

Four exercises were constructed. Each exercise consisted of short letters totaling 400 words. The exercises were dictated for five minutes, each minute of dictation being at a higher rate of speed —40, 60, 80, 100, and 120 words a minute successively. The students were to write as much of the dictation as they could and with the best penmanship possible. The exercises were dictated for "dictation practice" in one class period.

The students were then divided into two groups. The students were assigned

to the experimental and the control groups alternately on the basis of the number of correct shorthand outlines written on the first exercise of the dictation practice. The student writing the highest number of correct outlines was assigned to the experimental, or reading, group; and the student writing the second highest number of correct outlines was assigned to the control, or copying, group. Forty-four students were included in the control group, and 44 in the experimental group.

In the control group, the four exercises were to be practiced by copying the material from shorthand plates. In the experimental group, the exercises were to be practiced by only reading the shorthand plates.

For four days following this dictation practice, one exercise was practiced by the students each day. The students of the control group practiced the first, second, and third exercises by copying from shorthand plates but practiced the fourth exercise by reading. The experimental group practiced the first, second, and third exercise by reading the shorthand plates but practiced the fourth exercise by copying.

The students were given a 30-minute practice period for each of the four ex-

¹ Lars G. Crandall, "An Experimental Determination of the Merits of Two Methods of Studying Shorthand—Reading as Against Writing Shorthand Outlines," unpublished master's thesis, Brigham Young University, 1945.

ercises. The writing group wrote the shorthand as many times as they could in the 30 minutes and the reading group kept a record of the number of times they read the shorthand plate. After the practice period, the teacher dictated the exercise that the students had just practiced.

Findings. A check was made of the mean number of correct outlines written by the 88 students on the four exercises both before and after practicing them; thus it was possible to determine the mean improvement in accuracy made by both the experimental and control groups.

Mean Improvement in Accuracy		
	Practiced by Copying	Practiced by Reading
Exercise I	56.18	44.30
Exercise II	57.20	40.90
Exercise III	66.11	49.22
Exercise IV	62.89	48.89

On the fourth exercise, the procedure used by the control and the experimental groups was reversed to determine whether the students or the method of practice was contributing to the greater increase in the number of correct outlines written after practice. The foregoing results indicated that the method was the influential variable.

The following table gives the improvement in the mean number of words written by the students in the control and the experimental groups after practicing the exercises:

Mean Improvement in Speed		
	Practiced by Copying	Practiced by Reading
Exercise I	17.02	25.11
Exercise II	20.27	23.07
Exercise III	23.03	21.27
Exercise IV	22.84	24.98

To determine what factor contributed to the increase in the number of standard words written, the methods of practice used by the control and the experimental groups were reversed on the fourth exercise. The findings on improvement in speed again seem to indi-

cate that the method rather than the students was the significant variable. On three of the four exercises the experimental, or reading, group increased the number of words written after practice over the number written before practice more than did the control or copying group.

The students copied more than four times each exercise of 400 standard words in a 30-minute practice period. They read each exercise about $9\frac{1}{2}$ times to over 11 times in a 30-minute practice period. Eighty-four per cent of the students preferred to practice shorthand outlines by copying rather than by reading.

Comments. The author indicates that personal factors causing variations in the control and experimental groups, such as co-operation, physical health, and so on, could not be controlled and may have affected the results obtained in the study.

This study verified what many teachers have long felt to be the case. Copying shorthand plates results in a larger immediate improvement in the accuracy of the outlines just copied; repetitive reading of shorthand plates for the same period of time results in a larger immediate improvement in speed of taking from dictation the material just repetitively read.

In other words, on an hour for hour basis, *time spent copying shorthand plates makes a greater contribution to the learner's knowledge of shorthand; whereas time spent on repetitive reading of shorthand plates makes a greater contribution to the learner's speed in writing from dictation.*

This is the First

in a series of ten research reviews prepared by Doctor Anderson to tell shorthand teachers the origins and proofs for today's best practices in teaching shorthand.



■ As Cameraman Steffes reveals, students really respond to incentive graphs [top]; are really unhappy in the "stand-up" game [bottom]. The insert picture shows Mrs. Lockwood demonstrating pace equipment to student teacher.

Heightening Interest in the Typing Class

■ Photos and Report by
ROBERT A. STEFFES
Southern Illinois University

A STUDENT was typing rapidly as I entered the room; yet the scene about her was shockingly unconventional. Obviously, her classmates were trying to heckle her and—in so doing—were using methods involving everything short of actually touching the girl or her machine. Some talked to her, some threw paper wads that bounced against the machine, others made faces and gurgling noises. Nevertheless, at the end of the 1-minute test, the student had attained 94 words a minute—a student who normally was capable of about 60 words a minute on uninterrupted 10-minute writings.

The "distraction method" is but one of many techniques that Mrs. Bonnie Lockwood, instructor of the class and supervisor of student teachers at Southern Illinois University, uses as occasional brighteners in her class at the University High School.

Using games as typing incentive, rather than following the usual procedure, is fine so long as the games are used only often enough to become the spice of a lesson, Mrs. Lockwood believes. The novelty of some of her unusual devices makes students—and student teachers—look forward to their periods with her.

To motivate her students, Mrs. Lockwood uses the conventional achievement charts showing speed as well as graphs showing both speed and accuracy [see top illustration]. She also uses on rare occasions what might be called the "cold water cure" when she wants to emphasize accuracy: the "stand-up" game, in which the students rise as soon as they are conscious of making an error in a timing and remain standing until the end of the timing. Mrs. Lockwood's rapport with her class is such that her students *do* stand! [See bottom illustration.]

When students are tempted to look at

the keys or at the carriage-return lever, Mrs. Lockwood heightens interest through two devices. The first device is a simple game: the teacher dictates short sentences while the students type with their eyes closed. The second [see illustration below] requires "peekers" to blindfold themselves during a similar typing-from-dictation drill. Hands may claw the air trying to find the return lever the first few times, and fingers may search the keyboard for the home keys; but soon students get the feel—and confidence in their touch control.

Other special games are based on the use of an automatic pacer that clacks out rhythmic beats! Mrs. Lockwood finds these pace-setting practice sessions work better with the automatic pacer than with music recordings.

Through the use of such devices, students—and, again, student teachers—learn to type better and learn to like typing better. Too, these interest-heighteners lend a feeling of informality and lessen the tension that some students feel in their typing classes.

■ *At University High School, "peekers" learn confidence in their touch control through "blindfold" games.*



A Q-Sago Unit on "Telephone Service"

■ INEZ RAY WELLS
Ohio State University

I THINK that boys and girls are not the only ones who need to be told to be polite when using the telephone! There's a woman on our line who leaves the telephone receiver off the hook when she's not using the phone, so that I can't use the line," Mary said angrily in the general business class, where the use of the telephone was being discussed. "Kids get all the blame, and it's not always our fault."

The members of this ninth grade class were shockingly frank about their misuses of the telephone, but obviously unaware that their dog-eat-dog attitude was increasing their difficulties rather than alleviating them. Can they be made to see that, by improving their own understandings, skills, and personal traits, they gain a measure of co-operation with the adults (including their parents) about whom they complain so bitterly?

How to Start

Interest in the unit on telephone service may be aroused easily. The problem in initiating the unit is to extend the interest beyond the personal horizons of the pupils. If the bulletin board committee has had sufficient warning, a huge—but organized—display can be presented that should start the ball rolling on the objectives in the Q-SAGO outline. This display may include pictures of dial, manual, and pay-station telephones of various styles and pages from the different sections of the telephone directory (the everyday equipment with a part of which the pupils are already acquainted); pictures of tele-

phone exchange switchboards, long-distance switchboards, the information department, and of PBX switchboards; pictures of the business office of a telephone company, samples of monthly statements and toll-service statements; pages of Bell system and Western Electric advertisements, which extend the idea of the vocations involved; pictures of business offices in which the telephone is prominently displayed, and of intercommunication systems and extension telephones; and pictures having to do with transoceanic service, teletypewriters, radiophone, ship-to-shore and moving-train services. News items and cartoons of current interest may be added. If there is a camera fan in the class, a picture of the bulletin board display may add zest. All parts of the display should then be made available to other committees that can use them advantageously in their projects. Members of the class should be encouraged to bring additional pictures, news items, and cartoons, which can likewise be made available to the committees at work.

A Glance at the Unit Outline

Personal skills, attitudes, and traits should receive considerable attention in this unit because of the immediacy of their use. Correct habits, if established in the personal use of the telephone, will be an asset in business positions in which the telephone is used. Desirable personal traits, if accepted by the students and practiced in connection with the use of the telephone, should carry over into their other activities. Moreover, pupils who demonstrate good telephone techniques in

■ *With this contribution by Doctor Wells, the B.E.W. renews its special series of teaching units in the field of elementary business training that began in October, 1947. Whether or not you are using the full "Q-SAGO Pattern," you will find that this article is rich in ideas and projects for a superior unit on telephone services.*

QUESTIONS

1. What is telephone service? Other means of communication? Importance? When choose telephone?
2. Who renders service? What is a public utility? Why is a monopoly granted?
3. Who benefits directly? indirectly? How? Who uses? What would happen if all telephone service were discontinued?
4. What should consumers know? Services available? Costs? How choose? apply for? use? pay for? What are our responsibilities in using?
5. What vocations are involved? Who works in them? What is done by maintenance men, superintendents, operators, others? Who in stores, and offices use telephones?
6. What personal skills are needed? Is our speech clear, distinct, pleasant? Can we write messages legibly, spelling correctly, in good English? Can we figure expenses of a call correctly? Check monthly statements? Check monthly statements?
7. What personal traits are needed? Do we have them? What is the importance of: courtesy, tact, accuracy, promptness, planning, co-operation, initiative?

SUBJECT MATTER

Our Business Life, pages 276-302.
Consumer's Economic Life, pages 634-507.

Introductory Business Training, pages 19-31, 42-44.

Our Daily Contacts with Business, pages 38-59.

Introduction to Business, pages 38-59.

Business, pages 413, 469.

General Business, pages 405-438.

Films: Mr. Bell; Party Lines; Telephone Course; Mr. X; The Voice of the City; From Bell Telephone Company.

Recording: The Secretary at the Telephone. From Gregg Publishing Company.

Booklet: Facts You Should Know about Our Business System - and You. From Better Business Bureau.

Booklets: Winning Ways with Your Telephone; Your Big Decision. From the Ohio Bell Telephone Company.

ACTIVITIES

1. Display: Communication media. Map: Telephone network concentration. Reports: Number of telephones in community; number of calls daily.
2. Report: Public utilities and the kinds of service they render. Why one company renders better service than several could.
3. Essay: The Telephone Increases Safety. Report: How business uses the telephone. Poster: Business and Personal Uses. Skit: A Day in Our Community Without the Telephone.
4. Report: How to obtain telephone service. Analysis: Comparative costs of communication media; uses that each skills. Demonstration and practice: Using the telephone; preparing materials to be used at home and in school.
5. Visitor: Vacations in the telephone company; requirements and qualifications. Visit to telephone exchange; or movie, "The Voice of the City." Business jobs requiring use of telephone. Record: "The Secretary at the Telephone."
6. Recording voices or using microphone. Practice writing messages; judge on penmanship; spelling; vocabulary. Checking monthly statements. Preparing list of telephone numbers to be used at home telephone. Contest: Finding information in directory. Report: Care of telephone equipment. Analysis: Actual cost per conversation. Practice: Using new vocabulary; spelling.

GOALS

1. To be successful, any business must fulfill satisfactorily a needed service.
2. Our community is better for having the services of its firms.
3. We are all producers, distributors, and consumers.
4. To make wise and efficient use of business goods and services, we must be informed consumers.

OBJECTIVES

1. Understanding of the nature of business enterprise.
2. Understanding of the place of business in community life.
3. Understanding of the extent to which we are all dependent upon one another's services.
4. Understanding of the advantages and disadvantages of the consumer's position.
5. Comprehension of the enormous number of vocations in business, and knowledge of the principal duties and functions of the outstanding ones.
6. Improvement in the personal skills (tools) demanded of all business users and workers.
7. Proper personal traits (manners, willingness to work, grooming, participation in group activity, etc.) are essential in getting and advancing in a position.
7. Development of the desirable attitudes and characteristics demanded of all business workers.

(Note: required background reading will be in whichever text is basic in the course.)

their homes help to encourage the adults in the homes to improve their own techniques.

In addition, the students should gain a clearer understanding of the importance of communication in the advancement of civilization and the part that the telephone plays in speed and ease of communication. The study of telephone services gives the opportunity to contrast a business which is granted a monopoly with businesses which are freely competitive. No Q-SAGO objective need be omitted or slighted in this unit which is already close to the interests of the students.

Description of Pupil Activities

The personnel of the class and the point at which their interest is awakened will determine the order of development of the unit, but somewhere along the way the class as a whole should decide on the proper method of using the telephone in making and in receiving calls and the personal skills and traits needed; and the committee should arrange to have every pupil in the class practice using the telephone until each can meet the standards of the class. It is important that the standards to be met are set by the class members and not by a textbook or a teacher or even a telephone company representative, for the attitude of the students will be the deciding factor in determining the carry-over into out-of-school practice. Students who say, "Yes, I know that is the right way to answer the telephone, but people would think that I was silly if I did it," have learned little.

The motion picture, "Party Lines," which stresses co-operation, may be used to stimulate reading and discussion of the correct use of the telephone. A telephone company representative may be invited to demonstrate proper procedures, and interest and learning will be heightened if pupils participate in the demonstrations. The opportunity to hear their own voices, either on a Mirrophone or a wire recorder, will stimulate the students' desire to improve. If recordings are made, comparisons can be made of the voice

For a full description of the "Q-SAGO Pattern," see "The Q-SAGO Pattern for Teaching Elementary Business Training," by Alan C. Lloyd, *Business Education World*, October, 1947, page 96 ff.

at the beginning and the end of the unit. Together the pupils may develop rating sheets including many of the items listed in numbers 6 and 7 of the accompanying Q-SAGO outline, to be used in rating themselves and one another in an effort to stimulate improvement. A committee may set up the rating sheet after the class as a whole has decided what shall be included.

Demonstrations for class evaluation may be arranged by having telephones installed for use between rooms; by using the school's intercommunication system; or even by using toy telephones, with both parties in full view of the class but separated from each other by a screen or a movable bulletin board. It should not be difficult to arrange out-of-class calls between students, and some teachers who have been willing to give up an evening or two of their time have arranged to call the students and to have the students call them. Ratings made of all calls should be used as a means of helping each student improve his personal skills and traits. His own rating of his performance is more important than any other.

Since taking messages for others is an important part of home as well as of business telephoning, the class may develop a memo form for "while you were out" calls. The form should be duplicated so that each member of the class may take a supply home. Materials taken into the home often stimulate the interest and co-operation of parents.

After the students are somewhat familiar with the telephone directory, practice in finding information may be developed as a game or contest, with speed of finding, accuracy in making notations, and legibility of handwriting all entering into the points to be scored. If in your community, as in ours, all directories are no longer collected, it should be possible to arrange to supply each member of the class with a directory. A

committee may take the responsibility of collecting old directories at the time the new copies are issued. Students should have fun finding information about traffic rules and postal regulations and other information to be gained from the alphabetic and classified directories.

Other activities in which all students may engage in building good habits in personal use of the telephone are suggested in the accompanying outline, but they by no means exhaust the possibilities.

"A Day in Our Community Without the Telephone" may be developed into a skit to dramatize the personal, personal-business, and business uses of the telephone. Most or all of the students in the class can participate in gathering the data on which the skit will be based, and thereby extend their interest and knowledge of the kinds of telephone usages. Every student may be asked to list the purposes for which he and his parents have used the phone recently, being sure not to disclose confidential information. A committee may call on, or write to, selected businessmen and government officials in order to extend the list beyond the personal basis. A reading committee may contribute ideas from the basic or supplemental reading assignments. When sufficient data have been gathered, the writing committee goes to work to develop a sequence of scenes that will show the calls that might have been made, the substitutes that were used, and the effects on the individuals and the community. The closing scene should bring life back into focus with the telephone as a convenience more appreciated than it was before.

Understanding our economic system and the interrelationships of its various elements is extremely difficult but equally important in guiding our activities as consumers as well as producers of services and goods. The report, "Public Utilities and the Kinds of Service they Render," may act as one small link in the chain of understandings that should be furthered in the general business class. Telephone service can be seen in relationship to other public utilities; and comparisons can be

made between services for which monopolies are granted and businesses that are restricted when they show monopolistic tendencies. Every bit of economic information that the pupils understand in its relationship to the whole will add to their growth as competent citizens.

Statement of Outcomes

Let the students evaluate the outcomes. They decided on the questions, "What we ought to know"; and on the activities, "What we can do to get the answers to our questions." They will do surprisingly well in judging the values gained from the time spent. And if, in addition to the objectives in the Q-SAGO unit, they are aware of the citizenship values to be gained in a class in which students share in the planning (such values as co-operating, comparing and evaluating sources of information, making decisions on the basis of evidence presented and in line with majority thinking, giving opportunities for leadership and the exercise of initiative, delegating authority and responsibility to small groups), they will also be able to evaluate the way in which they have conducted their activities.

If the class feels that they have gained from the unit something that might be shared with others in the school, let them choose what to share and how to present it; and, if the teacher ever finds it necessary to use the veto power, defensible reasons for its exercise should be presented.



"Miss Plum, try to remember the files go in right side up."

"Physical Layout, Equipment, Supplies for Business Education"

■ Recommended by
ROBERT L. HITCH
University of Wyoming

AS THE aches and pains of our adjusting economy take us out of the era of scarce materials, more and more schools will start to think of the new buildings they have needed so long. The next few years present a real opportunity for people in business education to share in the organizing and planning of new business-education workshops. We therefore become charged with the responsibility of knowing our needs and of knowing how they may be most efficiently met.

Your reviewer feels most humble in attempting to do justice to the many fine sections of this yearbook, each section written by an expert in the field. No less than forty-six leaders in business education have contributed their energies to produce this "bible for builders" and suppliers. Because over the long pull the plant is probably the most important of the subjects treated, we devote our limited space here to that area. Equipment and supplies come and go, but the building remains.

Specialists in education feel that schools of the future must provide a place in which to (1) study, (2) talk things over, (3) work, (4) experiment, (5) create and express oneself, (6) act and play, and (7) practice gracious living.

In our attempt to provide these "places," we often find ourselves in the position of having to elect certain "places" or "things" in lieu of others. We therefore find it necessary, at times, to classify the things we need as follows:

.....

1. Those things that are absolutely necessary
2. Those things that materially aid instruction
3. Those things that are nice to have.

In planning our future departments, we should keep constantly in mind that the plans made by us today will be the physical basis for training future businessmen and women many years hence.

Location

If given a choice of location, where in the building should we place the business department? "Most authorities agree that the business department should be located on the northern or the eastern side of the building, to assure the greatest amount of natural light. The department should be a unit, with joining rooms on the first floor."

Lighting

Lighting is important in any classroom. In the business classroom it is doubly important. Natural lighting is best and most economical. Use it to its fullest through the medium of conventional glass supplemented by glass blocks. Directional blocks are to be desired. Artificial lighting, being necessary, can best be provided by light troughs containing cold cathode fluorescent tubes. "Cold cathode light starts instantly without any flickering. It provides a soft, shadowless, glareless light that is not conducive to eye-strain." Automatic electric eyes may be had in each room to turn on lights when natural lighting falls below a desired level.

Ceilings

"All ceilings and walls should be acoustically treated with a material that has a high

■ Were your superintendent to call on you for advice concerning new business classrooms, would you be able to give intelligent suggestions for arrangement and construction? The American Business Education Yearbook, Volume V, "Physical Layout, Equipment, Supplies for Business Education," will provide answers to most of your questions. It is published jointly by the National Business Teachers Association and the Eastern Business Teachers Association. Copies may be ordered from New York University Bookstore, 239 Greene Street, New York 3, New York. \$3.

degree of light reflectivity." Be sure that your acoustical treatment will not lose its efficiency through painting. Keep to the medium colors for your ceiling and walls. Dark colors are bad. White is worse. "Side walls and ceilings should reflect 50 to 60 per cent of the light reaching them." For northern or eastern exposures yellow, peach, and warm gray are desirable. For southern and western exposures cooler shades of green or gray are good. "End walls should be of the same color but darker for eye comfort to the teacher and students." Ceilings should be much lighter than the side walls.

Walls

"Storage space should be built into walls to eliminate steel cabinets and to conserve room space." Adjustable shelves, drawers of varying depths, and built-in lockers should all be considered necessary in planning storage space. "Storage space can include combination storage and bulletin board behind glass. When the glass door is opened, the bulletin board on the door is exposed. Behind this door is a shallow storage space with adjustable shelves." Blackboards should be approximately three feet from the floor and no higher than six feet from the floor. Comfortable use is the key to size. Dark green is a preferred color. In other words, not blackboards but green-boards.

Layouts

The book covers very adequately any possible situation with respect to layouts. The small high school, the small city high school, the large city high school, with variations in arrangement, are all discussed in detail. The vast majority of business departments are found in small schools. For this reason we devote our space to a consideration of the layout needs of the small school.

In planning your new department, do not allow yourself to be satisfied with a one-room unit. If administrative pressure or financial limitations make a one-room department necessary, you have two alternatives. First, you may accommodate twenty drophead desks in the full unit room, approximately 30 by 22 feet. This room will then serve classes in typewriting, shorthand, bookkeeping, and the social business

subjects. Second, if you have a larger classroom, perhaps a unit and a half, you may place regular desks and chairs in the front half and large tables in the rear. These large tables should accommodate three or four typewriters. This arrangement will allow more space for other machines—the duplicator, the adding machine, the voice-writing machine, to mention only a few of the desirables. Under no circumstances should you permit the construction of a glass partition between two separate rooms. This places too great a temptation before administrators to have willing business teachers do double duty—supervising a laboratory and teaching a class at the same time.

No personal or school library will be complete without a copy of this book. It is a "must" on the list of books for graduate courses in the supervision and administration of business education.

Bulletin Board Aids—

Slices for Display

BEGINNING with this issue the BUSINESS EDUCATION WORLD will present each month materials that readers can use in dressing up their classroom and corridor bulletin boards. This month we present on the following two pages a series of headings that you can slice from the pages and mount on your display spaces. We suggest that the first two lines be placed side by side, as a banner heading, and be followed with the titles of the individual subjects. Beneath each subject title, you may wish to post samples of student work, assignments, grades, or other matters customarily displayed.

Do you like the idea of this feature? If you do, drop us a line; feel free to make suggestions, too. Future aids already prepared include samples of artistic typing, progress charts for use in various subjects, enlargements of teaching illustrations, picture problems, and others. You may have especially good ideas to recommend to the editor, too.

THE BUSINESS DEPARTMENT

Shorthand

Typewriting

Bookkeeping

Transcription

Junior Business

Business Law

Business English

Selling—Retailing

Low-Ability Students Can Master Shorthand

■ SISTER M. THERESE, O.S.F.
Madonna High School
Aurora, Illinois

AS TEACHERS, we should all like to turn out efficient stenographers and secretaries, and we should all like to be blessed with capable student material for that purpose. This desire probably derives from the fact that our modern business, with its emphasis on efficiency and speed, has laid a task on the shoulders of the commercial teacher that is both a challenge and an expression of confidence. Naturally, we should all like to meet this demand adequately and answer the trust that has been placed in us. But the material that comes to us, and with which we must work, contains a wide variety of abilities. So, the challenge facing us is twofold.

If we cannot train students of all abilities to take their places in the business world, our business-education program is inadequate. There is need in business for everyone, from the messenger boy to the president. What is to become of the low-ability pupil if we do not serve him? And who is to serve the small-business man who needs a general office worker with some stenographic ability? This introduces the problem we so frequently meet: "Who should be admitted into the business department?"

We Must Take All Comers

Quickly comes the response from fellow workers who wish to turn out skilled, alert, personality - plus stenographers—"Give us mental material with which we can work. We can't create in a vacuum! Why must our department be the 'dumping ground' of the school?"

Contrary to the theories implied in the teachers' lament, there is a fairly large body of advanced and enlightened opinion to the effect that no one should be refused admission. The I.Q. might be

considered *after* the students have been admitted into the business department in deciding whether they should be allowed to take stenography or accounting, or whether they should be put into a clerical-practice course.

We are committed to educate "all the children of all the people." We, in business education, have an even greater responsibility in that respect than have those who are in the other departments of a high school because it is our responsibility to see that the child is given a skill that will enable him to earn a living and to preserve self-respect.

If we are to say that a certain I.Q. is to be considered a minimum entrance requirement for business education, how are we to satisfy our consciences when that child leaves high school with no means of earning a living? Instead of asking, "What I.Q. should they have?" let us ask ourselves, "What can we do to make even the lowest I.Q. a self-supporting, self-respecting citizen?"

We should not shut the unfortunate youngster out of business education because the child happens to have an I.Q. of 80 instead of an I.Q. of 120. We should so adjust our attitudes and understanding that a child with even the lowest I.Q. can come to us, unashamed, and find something of value in our courses, some training that will equip that child to earn a living.

Are Our Students Really Inferior?

In 1940, I made a comparative study of 744 academic seniors and 783 commercial seniors in ten Catholic high schools for girls in the state of Illinois.¹

The results indicated that culturally, intellectually, and spiritually these two

¹ Sister M. Therese, O.S.F., "A Comparative Study of Scholastic Abilities, Intelligence, Interests, Activities, and Attitudes of Academic and Commercial Senior Students in Ten Catholic High Schools for Girls." Master's dissertation, Department of Education, University of Notre Dame, 1943.

SHORTHAND AND TYPING RESULTS ACHIEVED BY VARIOUS I.Q. GROUPS
MADONNA HIGH SCHOOL, AURORA, ILLINOIS (1943-1947)

Intelligence Quotients	Total Number	Taking	Failures	Shorthand	Typing	70+	75+
		Advanced Shorthand	& Drop Outs				
79-94	17	9	2	6	1	2	2
79-94			8			3	3
95-99	19	15	2	7	6	4	5
95-99			4			3	1
100-104	37	26	8	11	7	17	5
100-104			11			8	1
105-109	29	23	1	17	5	11	7
105-109			6			3	2
110-114	23	20	2	5	13	6	9
110-114			3			3	
115-119	19	14	2	4	8	7	6
115-119			5			4	
120-124	2	1	1		1		1
120-124			1				
125-130	1	1	1	1			1
125-130							

groups of students have much in common. Perhaps the most telling conclusion arrived at through this study was that, in spite of the accepted opinion that our students are less well equipped, less cultured, less accomplished, and less socially fit to go out into life and live deeply, completely, and happily, than are the academic students, the commercial students in these ten schools were in no appreciable way handicapped or restricted. On the contrary, in their intelligence, their scholastic achievement, their breadth of interests, their activities, they were in all ways the equal of the academic students. Although the I.Q. variations between the academic and commercial groups were not pronounced, the fact that commercial students equaled and even slightly (.3) surpassed academic students intellectually was noteworthy. In the academic group there was a far wider range in intelligence quotients than in the commercial. In the commercial group, the intelligence quotients tend to be more evenly distributed.

Your comment may be, "Oh, that was even years ago." By way of reassurance I investigated shorthand and typing re-

sults achieved by various I.Q. groups from 1943 to 1947 in the school in which I am, at present, teaching — Madonna High School, Aurora, Illinois.

Low-Ability Groups Reach Standards, Too

We had seventeen students in the commercial department who had an I.Q. ranging between 79 and 94. Eight of the seventeen failed or did not continue shorthand. Of the nine that completed the course, six received their 140 shorthand award from the *Gregg Writer*; one, her 160-word pin; and two just met the graduation requirement of 125 words a minute. But, of the eight who took only one year of shorthand, three succeeded in writing 75 or more words a minute in typing; two, 70 or more words a minute; and three just made the course requirement of 65 or more words a minute. Two of these girls had an I.Q. of 91; one of the two wrote 81 words a minute on the typewriter and the other attained a typing speed of 88 words a minute. *What would have happened to such students if we had told them they were not permitted to register for the business course?*

■ When you have finished reading this article, you will never again venture to say, "We can't do anything with low-I.Q. students."

The majority of the students taking the business course have an I.Q. ranging between 100 and 104; nineteen had an I.Q. span of 95-99; and nineteen a range of 115-119. Let us compare the results of these last two groups. Of the 95-99 I.Q. group, six received their 160 shorthand award; seven, their 140-word pin; and two met their 125-word graduation requirement. Of those in the 115-119 I.Q. group, eight received their 160 shorthand award, four their 140-word pin, and two met the graduation requirements. Naturally, we conclude that those with the lower I.Q. put forth greater effort. Encouragement and help from parents and teachers, and in many cases increased industry coupled with firmness and the will to accomplish on the part of the student,

resulted in the achievement recorded here.

There is a place in the business world for the low-level stenographer and general office worker, just as there is a demand for young people who can write 200 words a minute. Let us not, as teachers, be dazzled by the brilliant achievement of a gifted pupil. Let us be sure that his record does not blind us to the possibilities of the below-average student whom we can help to future economic independence if we will readjust our thinking, readjust our teaching, and readjust our courses.

If the business department is the dumping ground for the low ability student, it is not misguidance, it is not something to complain about. It is a compliment and a challenge.

■ *Miss Nasser wanted to know what kinds of books small businesses keep. She visited one hundred small firms in Terre Haute, Indiana, and learned that most keep inadequate books, if any—but like it that way! The lesson of bankruptcy courts has not yet been learned.*

Bookkeeping Practices in Small Businesses

■ **MARY NASSER**
Casey Township High School
Casey, Illinois

EVEN the smallest one-man or family store must have some records to indicate and to summarize the financial activities of the business. An absolute minimum to provide information for accounting or bookkeeping purposes would include Net Sales (including Cash Sales and Charge Sales), Accounts Receivable, Accounts Payable, Purchases of Merchandise, Stock on Hand, Expenses, Profit or Loss, and Net Worth.

Background

Many small merchants believe that they know enough about their businesses through day-to-day contacts to make the keeping of a "formal" set of books unnecessary. These retailers proceed on

the theory that, if there is any money left over after bills are paid, they have made a profit. Unfortunately, however, court records are filled with cases of bankrupt retailers who "thought" they were making a profit until it was too late. It is a matter of record that a high percentage of failures in retailing are caused by lack of adequate accounting and other records. Consequently, retailers are recognizing to an increasing degree the necessity of making plans and arriving at decisions based on facts rather than on hunches or guesswork.

A retailer's accounting system, therefore, should provide all the facts needed for him to judge the effectiveness of his various financial activities and to make logical decisions on future courses of action. These facts, to be more useful, must be made available promptly. Daily

records reflecting current performances are invaluable for control purposes because they enable the proprietor to take corrective action without delay.

During the past decade or so, accounting records have assumed increased importance because of frequent revisions in Federal income and excess-profits taxes; the demands of the Social Security Law, with its unemployment compensation and old-age provisions; and the extensive use of sales taxes.

The Investigation

The writer has had the opportunity to study the bookkeeping systems (or lack of any system) used by one hundred small businesses in Terre Haute, Indiana. Included in the group are the following typical businesses: grocery stores, taverns, liquor stores, restaurants, auto service stations, garages, drugstores, clothing stores, bakeries, cleaners, and so on.

These businesses ranged in size from no employees outside the members of the family to 28 employees and had a capital investment of \$50,000 or less each. They are typical of the small commercial establishments that might be found in any city in the United States. Their problems are undoubtedly similar to those that confront the management of similar businesses everywhere, and their management is probably no better or no worse than corresponding establishments in other sections of the country.

Some Findings

1. The average life of the 100 businesses visited is 16 years 9 months.
2. Seventy-one of the 100 businesses keep their records by the single-entry method.
3. The average number of employees, including the proprietor is $3\frac{1}{4}$. Members of the family frequently were the only workers.
4. The majority keep their own records but have the returns and tax reports prepared by an accountant.

5. Those businesses employing part-time bookkeepers also expect them to serve as salesclerks.

6. One year is termed as the fiscal period by 42, three months by 29, one month by 21.

7. More estimate their inventory yearly than monthly.

8. Only 30 proprietors bother to take trial balances to prove the accuracy of posting. It is impossible for the remaining 70 to take a trial balance of a single-entry ledger. The writer is of the opinion that the proprietor who kept books by the single-entry method did not attempt to take a trial balance but, rather, made the single-entry proof of cash.

9. Forty-nine prepare profit-and-loss statements; 39 prepare balance sheets.

10. Eighty concerns do not take post-closing trial balances. They merely close off that portion of their books and start over for the next fiscal period on a new page. These concerns have no proof that all closing and balancing work has been completed accurately and that the ledger is ready for the next fiscal period.

11. The majority of the businessmen keep records primarily for tax purposes rather than to aid them in the management of their businesses.

12. The granting of cash discounts was not a common practice. Only 15 gave them to special customers.

13. Fifty-four reconcile their bank statements monthly. Thirty-seven never pay any attention to them. The remainder reconcile them at other intervals.

14. Seventy-nine prove cash daily. Only 9 have either no regular time or never prove cash.

15. It is common for the small-business man to deposit cash according to the volume of sales rather than daily.

16. All businesses keep a record of sales and cash receipts.

17. Fifty-four businesses were on a cash basis and had no accounts receivable. The other 46 have very few charge customers.

18. Seventy-five handle their "paid-outs" through the cash register.

19. Because of the tax requirements, 90 per cent segregate their expenses rather than lump them into one or two large captions.

20. Experience in record keeping is the primary teacher. Only 17 businessmen attribute their knowledge of record keeping to the high school.

21. Bookkeeping, arithmetic, typing, general business, and salesmanship are the business subjects that the businessmen considered most valuable for prospective workers in their businesses.

22. The majority thought that their sets of records were adequate for their types of business because they have been able to "get by" and because most of

them employed only members of the family. Only 8 proprietors said that their sets of records were not entirely adequate for their businesses. The reason given was that their records were not simple and complete enough to get a quick check on the business.

23. Five proprietors said that they would be interested in a different set of records if their businesses were larger and if they themselves were younger.

24. Businessmen want a system of records that requires little time to keep and is simple, yet gives them a true picture of their business. Their primary purpose for being in business is to make money—and they can't make money if all their time is spent in record keeping.

■ *With tongue in cheek—but not too far—Literary Critic Morgan swings some well-aimed haymakers at education's professional press and its contributors. If you agree with him, you might like to classify the articles in this issue and let us know!*

Let's "Grade Label" Our Professional Literature

■ **RAYMOND W. MORGAN**
Supervisor of Business Education
Johnstown, Pennsylvania, High School

EVERY business teacher who has ever read *100,000,000 Guinea Pigs* or a book on grade labeling of products makes a habit of inspecting the labels on the canned goods at the local supermarket. We teachers believe in protecting consumers, especially ourselves.

Today, as I survey with alarm the distended sides of my file cabinet and review with frowns the row upon row of filing jackets filled with articles about education, I find it difficult not to conclude that a great amount of the treasure I have hoarded is worthless. When I get into pedagogical arguments, I sometimes think that my mind is similarly suffering from an overload of poorly digested in-

formation. So, I submit, this burdensome collecting would be unnecessary if we were to use a device of evaluation similar to grade labeling.

Under such a plan all writers would submit their materials to an editorial board for proper labeling, and none of our magazines would accept manuscripts until the editorial board had properly classified them. Thus, labeling would serve our editors; and, if we could insist that the label be published beside the title of each article, the label would serve the reader as a guide in deciding what is worth preserving for future reference.

Recommended System for Classification

I would like to recommend the use of the following succinct and descriptive terms for the labels:

THE REAL McCOY:

Grade A. Original work possessing timeliness and validity; nothing pedantic.

Grade B. New information or idea brought to bear on old problems; interesting—perhaps humorous—approach.

Grade C. commendable restatement of a problem in the light of a new solution.

Grade D. Ideas on trends and forecasts.

REHASH

Grade A. Old matter reorganized and correlated to a new problem; possibly made interesting through case-study approach.

Grade B. Old idea or device applied to a new situation; well illustrated.

Grade C. Summary of what everyone knows, with most contributions of other writers acknowledged.

Grade D. Re-use of own material in different magazines (thus, getting double return on investment) but without stating so.

TRIPE

Grade A. Material without a new thought in it; or, material that indicates author has just discovered for himself an idea that was popular a decade before; very enthusiastic.

Grade B. Material that is simply not true or that is just wishful thinking or that has a very narrow application.

Grade C. Articles confusing the issues instead of clarifying them—especially, articles of definition.

Grade D. Obviously dull and inane materials.

The foregoing outline is, of course, merely a crude beginning, for we would need many variations of labeling to match properly all possible types of material submitted for publication. I also suggest, with malicious intent, that such grade labeling might be used by editors as a basis for remuneration to the author.

Some Examples of Labeling

There are writers who do not (or cannot) distinguish between techniques and principles. I have just examined three articles on shorthand transcription. Each contains an enumeration of purported principles; but only one is genuinely concerned with principles, for two deal only with techniques. The first one of these three articles might well be labeled "Grade A McCoy"; the second, in my opinion, "Grade C Rehash"; and the third, "Grade D Tripe."

[Editor's Note: Mr. Morgan could not be persuaded to divulge the identity of the three articles; but he said, darkly, "One was from the B. E. W."]

Another class of writer from whom the hapless reader needs protection is the "factual writer." He usually reports statistical data and research reviews. No generalities for this man, for he prides himself on his objectivity; he is determined to be specific—and he is, to himself. (That he personally selects the facts he chooses to report precludes the objectivity he strives for, of course.) When he tells us that he is giving nothing but facts, he is often giving only his ideas about the facts and perhaps not the facts at all. The ignorance of us readers who know so many things that are not so is greatly increased by such a writer.

There are other writers who get us hopelessly confused between scientific method and philosophical method. There are those, too, who make fine distinctions without differences. Some writers are self-appointed spokesmen for "movements" and are likely to be found engaged in a running debate between rival factions or rival publications. Such writers as these last are wonderful confusers of readers and consider it a victory when they have silenced or worn out an opponent—my files are full of such "professional contributions." I might even suggest a special grade label, perhaps "Grade F Spleen," for such compositions.

Conclusion and Apology

It would indeed be sinister of the writer not to suggest that the editorial committee in charge of grade labeling should remain anonymous. Otherwise, of course, instances of homicide would interrupt our gatherings of business teachers.

I do not maintain that the foregoing represents anything like an adequate study of this problem; I foresee the need for much additional work. We would,

naturally, have to appoint a committee composed of commissions, each of which would have to formulate and define in detail the limitations of each label used. But, in presenting this idea, the writer thought that only other writers would

read it and perhaps it would motivate them to eliminate the need for labeling.

"What about the label for this article?" you ask.

"Grade C Hokum," would be the author's reply.

■ *Of all the fields of business education, retail training is probably the only one that was founded by a woman, was designed for social welfare, and was dominated until recent years by women. Doctor Beckley tells an interesting story about—*

The Early Days in Retail Training

■ DONALD K. BECKLEY, Director
Prince School of Retailing
Simmons College, Boston

ONE of the remarkable features of training for retailing is the extent and the direction of its growth in so few decades. Some of the unique details of the beginnings of retail education are both interesting in themselves and significant as indications of the growing need for this type of training.

Training for retail employment is not a recent development. It began with the family system in ancient times, the sons being trained to continue in their fathers' vocations, and later developed into the apprenticeship system. With the growth of department stores during the last century, however, the apprenticeship training proved to be entirely inadequate. The result was an elementary sort of training program for new workers, who came into the stores without the burdensome apprenticeship restrictions of earlier times.

The training of older, more experienced workers for the attainment of greater efficiency was a far slower development, however. As recently as 1910, retailers hesitated to call training courses "education" and named their meetings "conventions," "entertainments," and the like, so as not to injure the dignity of grown people by suggesting that they needed to go to school.

Training Schools in Stores

The first retail store "school" of which there is any definite record was the "John Wanamaker Commercial Institute," organized in 1896 in the Wanamaker store in Philadelphia. Later chartered by the state of Pennsylvania under the pretentious title "American University of Trade and Applied Commerce," this school taught many grammar-school and high school subjects, along with elementary materials on merchandise and commercial geography. Apparently the school aimed primarily to provide education for store workers whose early schooling had been deficient. While similar lines of educational work were started by other department stores during the years following, this sort of general education has been taken over by the public schools and has been superseded in retail stores by specific store system and sales training.

Pioneer Sales Training Work in Boston

The first effort to provide training for retail work undertaken by an agency outside the stores themselves was made in Boston in 1905 under the auspices of



■ Even in 1915, salesgirls were taught merchandise display and tie-in sales. "Note, class, how the wallpaper improves the picture, how the pillow and bow-doilie improve the rocker."



■ And even in 1915 the demonstration sales talk was already a normal training procedure.—Pictures courtesy Prince School.

the Women's Educational and Industrial Union, which sought to determine what special training was needed by girls who wished to become sales persons. Mrs. Lucinda W. Prince, one of the women making this study, had for some years done social-service work among the young girls who worked in department stores and had become familiar with the difficulties and undesirable conditions of their work. Their working hours were long and new salespeople were commonly paid as little as a dollar a day. The solution to their difficulties, as Mrs. Prince saw it, was through education. In her view, the betterment of the sales-girl depended on her efficiency, and efficiency could be increased only through a period of training that would enable her thoroughly to understand her work.

The training course proposed was not immediately accepted by the merchants to whom she presented the idea. They did not generally consider salesmanship to be something that could be taught. They maintained that efficiency could be achieved only through experience. Mrs. Prince encountered also operational difficulties in finding a time when salespeople could be spared for this special training, and the saleswomen themselves rebelled at the idea of "going to school" again. In fact, many of them had gone to work in a store to escape attending school.

In spite of these obstacles, Mrs. Prince opened her school with a group of girls too young to obtain sales positions and began a series of classes for salesgirls that were at that time unprecedented. She soon enlisted the co-operation of Boston merchants and got them to employ the girls, who spent their mornings studying merchandise, selling techniques, store arithmetic, and similar retail subjects. The Prince School sought to teach sound selling methods as far back as the clothing styles in the accompanying photographs indicate!

Mrs. Prince was not unmindful of the problems of making ends meet on low wages. In one of the classes an effort was

made to teach sound personal business management, and readers may possibly yearn for the "good old days" in reading among some old test papers the following question:

If you had only 15 cents to spend for lunch, what would you select from the following list as being best for you? Macaroni and cheese, 5c; roast beef and potatoes, 12c; ham sandwich, 5c; black bean soup, 5c; cake, 3c; and apple pie, 5c.

Other questions, from the same period, indicate the attention given even in the pioneering days of sales training to problems we now regard as highly important:

1. A mother wishes to buy a dress for her child, who is with her. The child likes one style; the mother prefers another. How will you conduct the sale so as to satisfy both?
2. How may a store make a favorable impression on a new customer? Think of yourself as a stranger and suggest ways in which your store or your department might be made more attractive to customers.

The objectives of this early sales-training course were highly ambitious and lofty. In addition to training in practical aids, the school sought—

To give the girls worthy standards of all kinds. . . . Improved standards of living, better habits of thought, higher interpretations and ideals—these develop the power of the industrial workers because they take root in character and bear fruit in all human relationships.

Retail Training for Store Executives

An outgrowth of these short courses for salespeople was a course to prepare retail teachers and training directors. This type of education developed because of retailers' interest in obtaining instructors for their own training purposes. The result was the establishment in 1912 of a training course for teachers [from which the present program at the Prince School has developed — *Editor*]. Before World War I there were few executive opportunities for women other than in sales-training work in stores; but the Prince School classes served a new function and provided women with opportunities for some advancement when their future in business was far more limited than is true today. During the

years that followed, the value of the training so impressed Boston retailers that they began to send selected salespersons to the school; and as the reputation of the school grew, many students from other colleges came for practical experience in studying retail work.

In a society in which women have only slowly come to fill jobs formerly held by men, it is interesting to note the unusual status of the retail store-training director. Until very recently this position has always been considered a woman's job; yet now men are beginning to become prominent in this field—quite the reverse of the usual situation.

Establishment of Other Schools of Retailing

The desirability of training for retailing was further emphasized by the es-

tablishment in 1918 of the Research Bureau for Retail Training at the University of Pittsburgh and in 1919 of the New York University School of Retailing. Since that time training in this field has spread rapidly, both on the collegiate and high school levels.

Perhaps the most unique feature of early training for retailing in Boston was the emphasis on improving the social and economic position of the worker rather than approaching this training specifically from the point of view of the labor needs of the employer. Today we have both these points of view to keep in mind in planning ahead in retail training.

(Coming soon: a series of articles by Doctor Beckley on new and unique testing procedures for use in retail-training and salesmanship classes.—Editor)

- *In order to save the transcription period for actual transcription, effective pretranscription training may be given in the advanced typing class before the student begins transcription. Miss Tahaney, reviewing the course as offered at Burdett, tells what that training should be and how it may be given in any school.*

Effective Pretranscription Training

■ **ELEANOR JEANNE TAHANEY**
Burdett College
Boston, Massachusetts

PRETRANSCRIPTION training is a necessity. If we wait until the student is in the transcription class, we are too late. The schools must present effective training in certain essentials before actual transcription training begins. Where can this be done? In the advanced typewriting course. Students must learn to integrate typewriting techniques, shorthand dexterity, and business English fundamentals; they must build a foundation of these skills firm enough to support the transcription of material dictated at the various speed rates.

The plan for pretranscription training described here has been very satisfactory in the training of students in our college;

such a plan can be used effectively, also, in the last semester of the eleventh-year typewriting course in the high school. In fact, in organizing such a program, the high school teacher has the advantage of stable enrollment, more nearly homogeneous grouping, and the benefits of class advancement as a whole. The private business college plan must be more flexible in order to overcome the problems of changing enrollment, heterogeneous grouping, individual rates of advancement, and unique curricular situations, none of which confront the high school teacher.

The students in our theory shorthand group (a period of sixteen weeks devoted to the study of the Gregg Manual and attendant texts) have three typewriting periods a day. The first of these is de-

voted to the improvement of typewriting techniques, machine manipulation, and speed and accuracy emphasis. The second hour is devoted to production copy. The last hour is used as a remedial and drill hour until the students have attained a 40-word-a-minute net typewriting rate on 5-minute copy with no more than three errors. When beginning typewriting students have attained this rate, they are placed for their third period with the advanced typewriting students in a class that we call the "Pretranscription Class." By the eighth week of intensive drill in typewriting almost everyone is enrolled in the pretranscription period, which was originally the third typewriting class hour.

The teacher of the pretranscription group schedules his work so that each day the class covers a particular phase of pretranscription study; for example:

Monday Typewriting skills
Tuesday Business English essentials
Wednesday . Work-preparation technique
Thursday ... Business English essentials
Friday Direct application of the material emphasized during the week

Typewriting Skills

In planning the schedule for typewriting skills, the following aspects must be adequately developed.

Perfect Keyboard Dexterity. True touch typing must be emphasized. Adequate drill on numerals and special characters must be given through repeated drill. The idea of typewriting in thought groups must be emphasized.

Deft Manipulation of the Machine Mechanisms. Students must be able to set margins quickly, manipulate the tabular mechanisms efficiently, backspace automatically, and use the margin release with a minimum of effort.

Skilled Ability on Timed Writings. Students should undertake, first, writings for sustained, but short, periods, with no emphasis on "correct" or "perfect" copy. The objectives should be speed and ease

at the machine and constant improvement in the work. Then, should come advancement to writings for 5 minutes and 10 minutes, with a good writing speed of 45 or more words and reasonable accuracy.

These aspects, of course, are being constantly reviewed and enforced in the regular first-hour typing class each day; but the work in the pretranscription hour stresses their value in the transcript letter—automatic operation of the tabular key on the date line, the closing, and so on, as one example. At the beginning of this practice, date lines, parts of letters, closings, and so on, are dictated to the machine; but, as the students become more skilled in taking shorthand, the practice is taken from shorthand notes.

Business English

The business English points to be stressed in the typewriting classes must, of course, be scaled to meet the needs of the students. There are many points that could be stressed, but it is wisest to limit training to the essential problems met in the transcription classes. To gain a bird's-eye view of these problems when we were outlining our course of study, we asked the transcription teachers about common English errors appearing in the students' work. From the many informative replies, we sifted the essentials from the nonessentials and organized a program to cover the following:

1. Use of comma, semicolon, colon, question mark, and period.
2. Use and placement of quotations, special signs, and other marks of punctuation, such as the bracket, and so on.
3. Understanding of words—checking on such words as *affect* and *effect*, *sure* and *surely*, *provided* and *providing*.
4. Creation of a spelling sense—using machine spelling plan.
5. Hyphenation.
6. Capitalization.
7. Numeral usage.
8. Compounds.
9. Special salutations and address formation.
10. Use of the postscript and its placement on the business letter.
11. Use of the dictionary.
12. Use of the *Postal Guide*.
13. Use of the City Directory.

Most of the business English training in the typewriting program is done through the medium of machine dictation. The students take down simple rules with accompanying examples. All examples are concise and businesslike. Numeral and special-character dexterity is built by dictating such material as price quotations, specifications, and interest accruals. Correct salutation setup is stressed in conjunction with the material to be found in any typewriting textbook.

Work Preparation

The technique of work preparation in pretranscription in typewriting covers many points for dexterity practice.

1. Use of letterhead—cite expense involved in its procurement.
2. Use of plain sheets—for second sheets and carbons.
3. Special carbon-copy sheets.
4. Insertion and placement of carbon.
5. Erasing techniques.
6. Use of special devices: label pockets, eraser shields, carbon channels, and backing sheets for aid in typing material low on the page or for insertion of stapled material.
7. Art of typing more than one job in the machine at a time without removing previous work.
8. Efficient placement of work tools—paper, eraser, carbon, dictionary, and so on.
9. Art of keeping work tools neat—machine cleaning and ribbon changing.
10. Adequate envelope practice—6-minute drills (12 completed)—emphasis on chain and front feeding.
11. Estimation of letter placement—margins, date line, inside address, closing, and so on. Emphasis on estimation and not on mathematical formulas.

Most of the teaching in this phase of pretranscription is done with the aid of the typewriting text, but we do use stenciled project sheets and other devices. The assembling of carbons is done under time pressure. Erasing skills are carefully checked, and one-way stroking is advised.

Direct Application

The Friday schedule each week is really a test on the material presented in the pretranscription meetings from Monday through Thursday. The teacher selects

April 22, 1948

(White-Grayson) Company
Acme Building
7 (Eighth) Avenue
New York 1, New York

Dear Sir:

Our (annual) sale of (men's) suits is now in progress. There are wonderful (worsteds), (gabardines), (broadcloths), and (serges). These suits are not (too) (expensive), and you will find many that are within your price range.

Mrs. Adams(,) our (representative) in London(,) tells us that the (materials) in this lot of clothing are of 1939 (quality). Each (garment) is cut to meet (up-to-date) (standards) and to give many years of (service).

Yours truly,

(This letter is to be typed with one carbon and inserted in the standard small-sized envelope—fold correctly.)

■ *Illustration of a "special test letter" used to check achievement in the pretranscription class. The items in parentheses represent points that the teacher will check in grading this letter.*

certain points to be covered in a sample letter and lists them in order to see that the test will adequately cover all the important elements covered in the week's teaching. Some points to be checked in a sample letter test, for example, may be:

1. Writing of numeral addresses.
2. Punctuation of the compound sentence.
3. Punctuation of a series of words, phrases, or clauses.
4. Writing of firm names.
5. Use of carbons.
6. Preparation of a 4-line envelope.

Using the foregoing list as a guide, a specially prepared letter [see box] is dictated. Because the students will not have attained complete shorthand theory knowledge when these pretranscription tests are given, the teacher should use the dictation-to-the-machine technique in administering the Friday letter tests. If, however, some students are able to take dictation in shorthand, they will benefit by taking advantage of this skill and writing their material in shorthand.

After the letter tests have been given, the papers are collected and analyzed. It is important that the students see their weak points so that they may work to rectify their errors. Typescript is very important—no more than three correctible errors are allowed for "mailable" copy, and neat erasures on these errors are encouraged. Business English, spelling, and special construction errors are checked; and, in grading, two points are deducted from 100 per cent for each error made in the letter. Shorthand errors are checked, and two points from 100 per cent are deducted for each error of this type. The student may have three grades. He sees how well he meets the typewriting standards for mailability. It is easy for him to see where his errors occur—if he gets 70 per cent on the business English, spelling, and construction check, he knows that he has located his difficulty. If, on the other hand, he gets 90 per cent on the shorthand check, his shorthand outlines are apparently readable and acceptable. The grading of these pretranscription pro-

jects does not affect the students' typewriting grades but serves to show them where their transcription difficulties lie. The teacher keeps a separate record of these projects, and the students are encouraged to study their records frequently.

Summary

To summarize this typewriting-pretranscription training plan: each theory shorthand student gets at least eight weeks of special pretranscription training before he is eligible for the regular transcription classes. Surmounted by the work in the regular typing class and the regular business English class, this training program truly serves to give our Burdett students effective pretranscription training. Since this course was first introduced, two years ago, the transcription teachers have made many encouraging remarks about the improved work of our students. They testify to the improved quality and higher degree of mailability of our students' transcripts. Such a program can be developed in any school.

Teaching Posture in Typing

■ MARIETTA CAIN
Lawrenceburg High School
Lawrenceburg, Indiana

POSTURE emphasis is a *year-long* emphasis in a properly conducted typing class, not a hit-and-miss matter of a lecture today and a scolding tomorrow. Good posture at the typewriter is as hard to develop as good posture at a study desk; it will not be made a habit by lectures, nor can it be made automatic at the first practice. Good posture is a terminal objective of a typing class and, like the other objectives, can be developed successfully only through continuous attention and good teaching techniques.

It is true that we must seek good posture from the outset of a typing course; but students want to *type* that first day, not listen to lectures on the theory of good posture. Such eager beavers as stu-

dents are on that first day! No, there is no place for a spirit-crushing discussion then. Rather, the wise teacher will get across his fundamentals of posture by *demonstration* and by including in his instructions pertinent, to-the-point comments in their proper sequence.

At the end of the first period, an efficient teacher will be able to say "yes" to the following queries that concern posture:

Did I lead my students to good posture in my demonstration by sitting well back in my chair, leaning forward from the waist, bracing my feet firmly, sloping my wrists, keeping my elbows hanging loosely at my sides?

Did I remember to show the class briefly the hazards of sitting too close to and sitting too far from the machine? Did I help each student find his correct distance from the machine?

Did my demonstration of paper insertion, of placing hands on the home keys, of throwing the carriage, of striking the keys, lead the students to appreciate the importance of posture in these manipulative operations?

the biggest enemy of good posture, of course, is improper typewriter height. All the attention we give to posture is wasted if the writer is not at the correct level, and much of our instruction may actually be harmful if we chain our students to habits formed at machines that are too high or too low. Accordingly, there is one other inquiry that a conscientious teacher must make at the end of the first period of typing:

I check individually the height of the students' desks and immediately make a revised seat arrangement so that students are at desks suitable for their individual heights?

If the teacher is unable to say "yes" to this inquiry because of oversight, he is a poor teacher; if he is unable to say "yes" because the desks do not vary in height or are not adjustable, he is a poor salesman: it is imperative that the school provide for the individual differences in the size of the students. After all, accurate and speedy typing is dependent on two posture factors: *uniformity*, that reaches and manipulations always follow the identical path; and *appropriateness*, so that typing can be done with a maximum of efficiency and a minimum of fatigue.

Posture is not settled once and for all in the first day, when is it developed? Good posture is developed by giving it daily attention.

On the constructive side, the teacher always makes a point of demonstrating good posture in his own typing before the class. Moreover, the teacher always includes in his comments about his demonstration a statement concerning posture. "Note, Class," a teacher may say, "if I am to throw the carriage line after line, I must be sure that I always seated the same distance from the line. My posture must be uniform. If I change my posture, what happens? I miss the lever or have to bend my whole body to bring the carriage back."

I believe it is on the theme of *uniformity* that students can best be sold on the importance of making a genuine effort to achieve and maintain good posture.

On the remedial side, the teacher must be able to spot those students who fail to maintain good posture. Observing students during timed writing is an easy way to make

a daily inventory; and few comments carry so much punch as a casual "Umhum, when I saw you shift your posture, I thought you'd have a good many errors today" spoken over a student's shoulder while correcting his paper.

Since the development of good posture is an objective to rate along with other typing course objectives, why not give the student a grade on his posture once in a while—say, one day a month? (The frequency would depend on the need for emphasis, of course.) If students are slacking their attention to this factor of typing success, grading will renew their appraisal of its importance and will set the stage for self-analysis and improvement.

An alternative to the teacher's grading and rating of students is to give each student, perhaps weekly, a self-rating sheet that will focus his attention on his posture. The rating chart, which any typing teacher can easily compose, might have an excellent-good-average-poor-bad score on each of several items: feet braced, head turned toward copy, carriage throwing, elbows kept at side, fingers curved, shoulders relaxed, and so on. On an item such as carriage throwing, for example, the student can rate himself as *never* having to look up to throw the carriage or as *occasionally* having to look up because he missed the throw lever or as *usually* having to look up.

The ultimate in good posture is relaxation at the machine. Therefore, we teachers must be sure that we do not make the students so self-conscious about posture that they become stiff and awkward at the machines. Telling the students to keep both feet flat on the floor, over and over, for example, can lead to rigidity and tenseness and fatigue. It is enough to say to students, perhaps as part of the instructions for a timed writing, to "Keep your feet braced" or "Do you have your bodies balanced?"

Thus, if teachers constantly demonstrate good posture, daily introduce a reminder of its importance, perhaps occasionally grade on it, point out its error-causing nature, emphasize posture uniformity and appropriateness, and—above all—avoid sermons on the subject, good posture can be developed without strain, so that the habit of proper posture takes its place and serves its mission as a fundamental factor in successful typewriting.

Announcing the 1948-1949

Esterbrook

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Students Look Forward To!

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THE ESTERBROOK PEN COMPANY,
Cooper St., Camden, N. J.

Please send me entry blank and rules for your Esterbrook Pen Shorthand Contest, together with copies of contest material for my class. This material is to be sent without cost or obligation.

NAME _____

SCHOOL _____ NO. OF STUDENTS IN CLASS _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

*Free Esterbrook Gregg-Approved Fountain Pen to the teacher wherever 15 OR MORE students are to compete.

To request more information, you may wish to use the check-coupon on page 62.

The BUSINESS EDUCATION World

TEACHERS'

SERVICE DEPARTMENT

A Bright, Brand-New School Year

OUR Teacher Service Department has been functioning for over a decade now (even though it has not always been given such a distinguished title!), and its features—awards material for typing, transcription, and bookkeeping and additional dictation materials for shorthand—have long been popular reasons why teachers renew their subscriptions year after year.

This year, however, the B.E.W. has in store two big and pleasant surprises: *first*, the "World's Worst Transcript" will be included in *each* issue and will be the basis for winning three distinctive certificates; and *second*, the dictation material for transcription certificates will no longer be humdrum takes but will be "Transcription Projects" with business-style corrections and special activities.

The popular bookkeeping contest series will be continued in its familiar style, as will also the extra five thousand words of shorthand dictation material in each issue.

The Growing "World's Worst Transcript"

When the "WWT" was reintroduced last year, after having disappeared during the war years, it became tremendously popular. Businessmen used them in employment tests and in in-service training programs. Hundreds of schools sent in for reprints (even though permission to duplicate the WWT problems had been given) in order to get perfect copies of each problem. Thousands of student papers were sent in to the B.E.W. Awards

Department for certification, and a clamor to "give us a WWT *every month*" was heard. Too, teachers asked for additional awards to be added to the one WWT certificate first made available.

In the face of this popularity, the B.E.W. felt it should respond to the demands of its readers; so, the WWT program has been greatly expanded. Now—

1. A WWT and key will be presented in each issue of this year's B.E.W.
2. Three awards will be available—junior, senior, and superior certificates for students who detect 70, 80, and 90 per cent of the errors, respectively.
3. Reprints will be available both for individual problems and for all problems. To purchase 15 or more copies of an individual WWT, send 3 cents a copy. To "subscribe" to 15 or more copies of *all* problems, send 15 cents for each set of all problems. Thus, if you want 20 copies of this month's WWT, send 60 cents. If you want 20 copies of each of the ten WWT's to be published this school year, send \$3—half-price bargain rate, *that!*

4. Certificates may be earned any time in the school year, and any of the WWT problems may be used.

Thus, it is now possible for a teacher to set up a monthly program for testing and motivating effort in proofreading the gamelike WWT's.

The New Transcription Project Materials

Last April the B.E.W. published an article, by Dr. Ruth Anderson, that con-

tained a transcription test featuring "business style" dictation.¹ Before the ink was dry, teachers were writing and calling us to learn whether more such tests would be made available.

So, again recognizing popular demand, the B.E.W. is substituting six such tests this year in the place of our traditional transcription materials. The first of these materials will be published in November, allowing teachers two months in which to use the WWT, to build awareness and alertness in error detection, before undertaking the problem projects in transcription.

The new Transcription Projects (or "TP's") and this year's WWT's will be prepared by our new editorial associate,

Mrs. Margaret Forcht Rowe, of Howe High School, Indianapolis, who has tested each TP and WWT in her own high school transcription classes.

SUMMARY OF B.E.W. AWARDS

Month	WWT's	TP's	Bkpg.
September	1-3	...	1
October	1-3	...	1,2
November	1-3	1-3	1-3
December	1-3	1-3	1-3
January	1-3	1-3	1-3
February	1-3	...	Special
March	1-3	1-3	1-3
April	1-3	1-3	1-3
May	1-3	1-3	1-3
June	1-3

Standards for Earning Awards

1. Junior 70% 10 w.a.m. (Depends on)
2. Senior 80% 15 w.a.m. (individual)
3. Superior 90% 25 w.a.m. (assignment)

Do Your Students Have Blind Spots?

■ MARGARET FORCHT ROWE
Howe High School
Indianapolis, Indiana

WHEN it comes to proofreading, your students may be blinder than they think! This is true not only in the typing class but in the transcription, business English, and office-practice classes, too.

The ability to detect errors—especially their own—is a skill that must be developed in business students. Such a skill is based on awareness and alertness and can be developed much better by rewards and motivated activities than by grade penalties. So long as pupils are penalized for finding errors, they develop supernatural blindness; if they are rewarded for finding errors, they develop the skill we want them to have.

And that is where the notorious, error-packed "World's Worst Transcript" fits into the picture. Finding the errors in a WWT is a challenging game that builds alertness and awareness at the same time it sets the stage for fine instruction. When

finding errors is rewarded by recognition and commendation, the skill springs into life.

Try this month's WWT in your classes. Duplicate copies (yes, permission granted) or obtain reprints from the B.E.W. Present the WWT as a game—and watch the students buckle down to careful reading. They will gloat over the errors they find even though they may be blinder than bats when it comes to their own work. Their own careless errors, committed by another, take on pleasure in detection; but the learning principle is always present. As you watch your class, you'll see smiles at so-obvious errors, frowns at tough going. Try a WWT just once, and you'll use it regularly!

How to Use the WWT

Give a copy to each pupil. Encourage the class to find as many errors as possible, but do not tell how many errors there are. The students should place a small check mark *on each error*, for some words contain more than one kind of mistake. Give the pupils as much time as they

¹ Ruth I. Anderson, " 'Problem' Dictation for Transcription," April, 1948, B.E.W., page 489.

C. F. PEPPERSTEIN OPTICAL SHOP

Optometrist & Optician
Coral Gables, Florida

September 3 1949

1

Mrs. Henry Patterson
334 Market Av.
Coral Gables, Fla.

2

3

4

Dear Mrs. Patterson:-

5

You knew us when we were young, we have grown mighty.

6

A very few years ago, you found us located in a small one man shop on the beaten tract: we endeavor to serve you competently, efficiently, and courtesy. You relied on us

7

8

9

Today you find us in a new location--a location attained thorough the expenditure of much carefull thought, time and money always with the welfare of our patients in mind. We now employ three full time optimists--men with years' of experience, and thoroughly trained in our methods. You are now assured of safe, thorough eye examinations at your convenient--you need know appointment?

10

11

12

13

14

15

You know of our up to the minute workshop. We can furnish you with the proper glasses on these very days we examine your eyes. We have an easy credit plan so that you may wear your glasses, while you're paid for them. There is no need to put off having your eyes checked now.

16

17

18

19

20

Come in soon; to let's show you how we have grown through your faith in us?

21

22

Sincerely Yours

23

C. P. Pepperstein,

24

Manager.

25

■ Above is the first of our 1948-1949 series of "World's Worst Transcripts" and so full of errors that it is a game to detect them all. "Par" for a "junior" certificate is 61 errors found; for a "senior" certificate, 70; for a "superior" certificate, 79. Which one could you qualify for in ten minutes? The key is given on page 50. Print is spread to simplify checking errors.

Key to the WWT

Line

- 1 (1) *September* not *Septembr* (2) comma after 3 (3) wrong year date
- 2 (4) *Henry* not *Henery*
- 3 (5) *Avenue* not *Av.*
- 4 (6) *Coral* not *Carol* (7) *Florida* not *Fla.*
- 5 (8) *dear* not capitalized (9) *Mr.* not *Mrs.* (10) *Patterson* not *Paterson* (11) colon not colon hyphen
- 6 (12) semicolon or period, not a comma (13) spacing incorrect before *we* (14) *mighty* not *mighty*
- 7 (15) indentation incorrect (16) *years* not *year* (17) omit comma (18) comma after *small* (19) hyphenate *one-man* (20) *shop* not *shopp*
- 8 (21) *track* not *tract* (22) period not colon (23) capitalize *We* (24) *endeavored* not *endeavor* (25) *effi-* not *eff-*
- 9 (26) *courteously* not *courtesy* (27) two spaces after period (28) *relied* not *relyed* (29) period after *us*
- 10 (30) *Today* not *To-day* (31) *through* not *thorough*
- 11 (32) *expenditure* not *expenditure* (33) *careful* not *carefull* (34) *thought* not *thot* (35) comma after *time* (36) comma after *money*
- 12 (37) *welfare* not *wellfare* (38) *patients* not *patience* (39) two spaces after period, not three (40) *employ* not *employe* (41) hyphenate *full-time*
- 13 (42) *optometrists* not *optimists* (43) omit apostrophe after *years* (44) omit comma after *experience* (45) *thoroughly* not *throughly*
- 14 (46) no strikeover (47) two spaces after period (48) *Y* in *You* not typed correctly (49) *examina-* not *examin-*
- 15 (50) *convenience* not *convenient* (51) dash not hyphen (52) *no* not *know* (53) *appointment* not *apointment* (54) period not question mark
- 16 (55) *our* not *your* (56) hyphenate *up-to-the-minute* (57) question mark after *workshop*
- 17 (58) *the* not *these* (59) *day* not *days* (60) *examine* not *examin* (61) exclamation point not correctly typed
- 18 (62) *an* not *a* (63) omit comma after *glasses*
- 19 (64) *you* not *you're** (65) *pay* not *paid** (66) *There* not *Their* (67) *off* omitted after *put* (68) *having* not *haveing*
- 21 (69) delete semicolon (70) *let us* not *lets'* (71) *grown* not *growed* (72) *through* not *though* (73) *faith* not capitalized
- 22 (74) period not question mark
- 23 (75) *Sincerely* not *Sincerly* (76) *yours* not capitalized (77) comma after *yours*
- 24 (78) more space between complimentary closing and signature (79) wrong reference initials for *dictator* (80) typist's initials omitted (81) *F.* not *P.* (82) *Pepperstein* not *Pepperstien* (83) omit comma
- 25 (84) no enclosure (85) *Manager* not *Managr* (86) omit period

*Or, *you are* not *you're* and *paying* not *paid*

need; but we have found that ten minutes is about the right time for most classes.

When the class has finished proofreading, have papers exchanged. Read the key (*left*) and direct the students to *encircle each detected error*. The number of encircled errors, then, becomes the score of the student.

How to Get Certificates

Although the WWT was originally meant as "step one" in the series of transcription certificates, students in all classes may have their work submitted for evaluation and certification. Three certificates are available.

The *junior certificate* for proofreading ability is given to students who detect 70 per cent of the errors in a WWT.

The *senior certificate* is for those who find 80 per cent of the errors.

The *superior certificate* is for those who find 90 per cent of the errors.

To obtain the attractive certificates, send to the Awards Department, the Business Education World, 270 Madison Avenue, New York 16, New York, by *first-class mail or express*, the following: (1) the papers of not less than five qualifying students; (2) a covering letter that identifies the school and its address; the teacher; and the name, score, and award for which each pupil has qualified; and (3) 10 cents by check, money order, or B.E.W. stamps¹ for each paper, to cover in part the cost of examination, printing, and mailing.

How to Use Certificates

Many schools have observed varying practices in awarding the certificates to the students. Sometimes the announcement of awards is made in a school assembly; sometimes the award certificates

¹ Special B.E.W. stamps, each worth 10 cents, may be purchased in advance, in any quantity and used as needed when solutions to B.E.W. projects in bookkeeping or transcription are sent for certification, thus making it unnecessary to issue a check or purchase a money order each time a set of papers is sent. (Canadian teachers may order these stamps through The Gregg Publishing Company, 30 Bloor Street West, Toronto 5, Ontario.)

are posted conspicuously; sometimes the awards are quietly presented in class.

To qualify for certification, the WWT does not have to be used in the month the tests are published, although we do recom-

mend this practice. Many wise teachers use the WWT's regularly and, it is expected, will use the triple awards to maintain continuing interest in *improvement* in proofreading ability.

■ *With pleasure and pride, the B.E.W. renews its series of monthly bookkeeping contests. Nearly a third of a million students have participated in this contest in the past eleven years—over 43,000 took part in last year's series! Written and tested in the classroom by Editor Milton Briggs, each of these contests stimulates tremendous student interest in bookkeeping. Motivation at its best.*

Putting a Spark into Bookkeeping Classes

■ **MILTON BRIGGS**
Senior High School
New Bedford, Massachusetts

FOR eleven years, the Teachers Service Department of THE BUSINESS EDUCATION WORLD has featured its monthly bookkeeping contests, written and tried out in the classroom before publication and tailored to help teachers make the bookkeeping class exciting and new and real. Now we present as our September contest problem, "Keeping up with the Joneses," first in our 1948-1949 series.

If we may judge from the thousands of letters from teachers and the tremendous number of students who participate in each year's series, the B.E.W. bookkeeping contests serve a very real need: They put a spark into bookkeeping classes.

The 1948-1949 series is woven into a pattern planned to promote student interest not only in the fundamentals of bookkeeping but also in those factors of bookkeeping success so difficult to "get across" to students—neatness, penmanship, ruling, precision, accuracy, and so on. One contest problem will be published in this department each month of the school year through May, nine contests

in all. Through participation in the contests, students may win more than glory and national publicity for themselves, their teachers, and their school; they may win cash prizes and handsome two-color certificates attesting to their achievement in bookkeeping.

How to Use the Bookkeeping Problem

The purpose of this month's contest is to emphasize the importance of essentials early in the bookkeeping course: formation of clear and uniform numerals, accuracy of arithmetic, neatness in ink rulings, and legibility in penmanship. The problem deals with something close to the homes of the students and their everyday experiences — family income and the costs of living.

The problem can be introduced into the bookkeeping class, for it will take not longer than a period or two to complete; or it can be made an extra-credit assignment, or it can be used as an O.B.E.¹ or other club activity.

The problem can be duplicated, so that each student may have a copy, or

¹ A school may receive from the B.E.W. a charter for a chapter of the Order of Business Efficiency when that school has won ten or more senior certificates through participation in bookkeeping, transcription, or WWT projects.

"Keeping Up with the Joneses"

Month	INCOME			SAVINGS			COSTS OF LIVING							
	Salary	Comm.*	Total Income	S. S.*	Bank	Insur- ances	Total Savings	Food	Rent	Clothing	Fuel Light	Educa. Recrea.	Health	Total
January	\$200.00	\$ 30.54	\$230.54	\$2.31	\$ 4.00	\$14.05	\$20.36	\$105.04	\$40.00	\$16.75	\$23.09	\$16.50	\$ 6.00	\$207.38
February	200.00	75.61			4.50	14.05		106.92	40.00	30.55	19.64	15.30	44.50	
March	250.00	60.90			8.75	14.05		118.14	50.00	65.49	22.19	15.35	11.00	
April	200.00	104.44			25.00	20.50		107.09	40.00	12.15	18.06	14.44	58.75	
May	250.00	96.01			30.50	10.25		114.44	50.00	16.05	12.97	12.10	1.00	
June	200.00	143.43			85.75	43.48		109.61	40.00	28.98	10.22	20.45	2.50	
Totals														

* Notes: Comm. = Commission on sales (before income-tax deduction); S. S. = Social Security (1% of total income=salary plus commission).

■ You will want to provide each student with a copy of this Summary Record of Income, Savings, and Costs of Living for the Jones family.

the necessary facts and figures may be dictated or written on the blackboard. When the students have completed their work, most schools have a student committee judge the papers and select the ones it feels qualified for certification.¹

Contest Rules

Because the monthly problem is a contest, certain rules must be observed:

1. AWARDS. First prize, \$3; second prize, \$2. Honorable mention, a scholastic achievement certificate suitable for framing. Every satisfactory solution, a two-color certificate of achievement (pocket-sized).

2. CLOSING DATE. October 8, 1948. Send solutions (not less than five) to the B.E.W. Department of Awards, 270 Madison Avenue, New York 16, New York, postmarked on or before October 8.

3. IDENTIFICATION. Send a typed list in duplicate of the names of students whose papers are submitted. Place "A" after the name of each student to indicate that a Junior Certificate of Achievement is to be awarded. (Other certificates can be earned later.) The student's name, name of school, address of school, and teacher's name in full should appear in the upper right-hand corner of each paper submitted.

4. FEE. Remit 10 cents in check, money order, or B.E.W. stamps for each paper, to cover in part cost of examination, printing, and mailing.

5. JUDGES. Milton Briggs, Mrs. Claudia Garvey, Alan C. Lloyd.

The September Contest Problem

(Please read the following introductory paragraphs to your students:)

"The purpose of this contest is to see how well you can do some of the work a bookkeeper is called on to do in a business office. Do your best to write

¹ See Reginald C. Estep's "Bookkeeping, Electricity and the B.E.W." in the February, 1948, B.E.W. page 350, for additional suggestions on class use of an procedure with bookkeeping contests.

legibly, follow directions carefully, make figures that are clear and uniform in size, add and subtract correctly, and rule lines neatly with ink.

"If your work in preparing this contest paper is neat and accurate, THE BUSINESS EDUCATION WORLD will send you a certificate of achievement that you will be proud to show your parents, friends, and prospective employers. If your paper is outstanding among those submitted in this contest, you will win a cash prize.

"Nearly everyone is acquainted with some family or person who tries to "keep up with the Joneses." We attach this expression to anyone who buys or spends because he doesn't want to be outclassed by a neighbor or an acquaintance. It is interesting to imagine just what this Jones family might be like. How do they manage their household affairs? What is it that they do that establishes them as unofficial leaders in community life? Let's see.

"Your first bookkeeping contest introduces you to an average American "Jones" family. George Jones, supervising sales manager in a department store, and his wife Helen, share their homemaking with their son, Dick, and their daughter, Audrey. Dick is twelve years old and a student in junior high school; Audrey, who is fifteen, attends senior high school. Other dependents (relatives) excuse the Joneses from income tax liability.

Mr. and Mrs. Jones have learned that the happiness and the well-being of their family depend, to a considerable extent, on wise home management. They have discovered that wise home management calls for a careful record of all family income and expenses. This record aids in the preparation of the family budget. A budget is a plan for wise spending, and the Joneses believe that their budgeting is largely responsible for their success in efficient home management.

"In this contest you are to prepare a record of income, savings, and costs of

living for the Jones family during the first six months of this year."

Directions for Students

On plain white or composition paper, 11-by-8½ inches, copy the form and the figures shown in the Jones family's financial record. Hold the paper horizontally. *Use pen and ink.*

Fill in all blank spaces with the proper figures. [There are 34 spaces to be filled, including the totals of the 14 columns.] Separate the columns of figures by ruling *double* vertical lines. Omit all dollar signs.

In place of the decimal points, rule *single* vertical lines to separate dollars from cents. Separate the names of the months and the horizontal lines of figures by a single horizontal line in each case.

When Who Wrote What Where

That is what the 1947 Business Education Index tells you — what was written, who wrote it, when he wrote it, and where you can find it. It is a complete index to every professional business-education contribution in the year 1947. It costs only \$1.

Copies of some back issues of the Business Education Index are still available. In all cases, stocks are very low; so, we suggest that you place an order for those you need to complete your back file at the same time you order your new 1947 Index. First come, first served!

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■ THE GREGG WRITER DICTATION MATERIAL

Treasure-Trove

From "Page Mr. Tutt" by ARTHUR TRAIN

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PART I

MURDERS have been committed under less provocation. Had Len Crandall slain Squire Hezekiah Mason the evening¹ he drove up to the Crandall homestead and ordered Len, his wife, and three children off the premises, it would not² have worried anybody in Somerset County in the least—not even Sheriff Moses Higgins, in whose presence³ the crime would have been committed. The difference between the two men was simply that while Len was honest, the⁴ squire was unscrupulous, although rejoicing in the title of "Honorable."

This was the villain who, having⁵ foreclosed a mortgage for twelve hundred dollars upon the Crandall farm and bid in the same at the sheriff's sale, now⁶ drove up, accompanied by that unwilling officer of the State, to where Len was sitting smoking on the threshold⁷ of the farmhouse.

"Well," he said without preliminary, "now you're sold out you've got to get off!"

Len lowered at him⁸ without removing his pipe.

"Is that the law, Mose?" he inquired of the sheriff.

"I'm afraid it is!" answered Higgins,⁹ who hated Mason as much as he liked the ram-shackle Len.

"How about my crops?"

"Part of the soil—goes with it."¹⁰

Len arose and walked to where Mason was sitting in the sheriff's flivver.

"This is the second time you've robbed me!" he¹¹ said. "First you stole all the money I had in the world, and now you grab my farm—the farm my father and grandfather¹² lived on before me. You might at least let us stay until you find another tenant. I could work out my rent."

The¹³ squire cleared his throat.

"It don't suit my plans!—I'm thinkin' of moving in myself!" He bit the words off short.

Len shook his fist¹⁴ under Mason's nose.

"Some day I'll get even with you!"

"Sheriff Higgins," the squire snapped, "if they ain't off by noon, day after¹⁵ tomorrow, take possession and put 'em off!"

"I've a good mind—" cried Crandall.

"Sorry, Len!" the sheriff remarked in¹⁶ an aside, as he let in his clutch, "but the squire's got the law on ye. Too bad about the crops.—How are you getting¹⁷ on down to the smithy?"

"All right. I'll have the chimney down tomorrow morning. After noon I'll have to go

and look¹⁸ for somewhere to take my wife and family."

"Bring 'em over to my house for a while," said the sheriff. "Maybe Squire¹⁹ Mason will have a change of heart—and let ye stay on a few days."

He glanced at his companion.

"Not much, I won't!" snorted²⁰ the squire. "Off they go, bag and baggage. I've had enough of that feller!—Get along, sheriff!"

Crandall entered the²¹ house. Supper was over and the children were already in bed. His wife, a sickly woman not yet thirty, left²² her work and sat down beside him.

"Don't be discouraged, Len. Everything'll come out right somehow."

"See here, Carrie!"²³ What's the use deceiving yourself? Didn't we work for ten years to save that twelve hundred dollars to pay off the mortgage?"²⁴ If there had been any such thing as Providence, would He have let your brother Tom turn over the money to²⁵ Mason without a receipt and trust the old crook to file the satisfaction piece? Would He have let Tom be run down²⁶ and killed by a racing-car that very afternoon? Would He have let the judge on the foreclosure proceedings keep²⁷ me from testifying to what Tom told us before he died—how he'd given Mason the money and all—on the²⁸ ground that it was hearsay? And would He have let Mason go on the stand and swear he never received one cent from Tom²⁹—so that now, after we've really paid off the mortgage once, he's going to kick us out?"

Carrie patted his brown,³⁰ hairy hand.

"Buck up, Len!—We're not in the street yet. Tomorrow you'll feel different."

THE CRANDALL FARM lay three miles west³¹ of Pottsville, just beyond the crossroads where, until it recently had been destroyed by fire, had stood a smithy, upon³² which, upon the major portion of the real estate in Somerset County, Squire Mason had also³³ held a mortgage. The actual title to the land had belonged to "Toggery Bill" Gookin, Pottsville's leading dry³⁴-goods merchant, but had been under lease at the time of the fire to Sam Bellows, the sheriff's deputy, who carried³⁵ on his trade of blacksmith as a side line.

The crossroads smithy had stood there as long as any one could remember.³⁶ Gookin

had bought it ten years before from a man named Truslow, who had gone out West and had not since been heard from. It⁷⁷ had always been a sort of general meeting place for the countryside, and there were few farmers who drove into⁷⁸ town who had not made a practice of stopping for a chat with the blacksmith or his clients. Customers, however,⁷⁹ had been few, for the day of the horse was over, and Sam had lost money steadily for the last three years, so when⁸⁰ the fire came he had no incentive to carry on the business, and by mutual consent between Gookin as⁸¹ landlord, Mason as mortgagee, and himself as tenant, the property had gone to friendly foreclosure the month⁸² before, and judgment had been entered by a referee, the sale to take place the coming week. Mason's plan was to⁸³ take the insurance money, which had already been paid over to him as mortgagee, and build a filling station⁸⁴ there, for which the crossroads would be an ideal place. This had also been Len Crandall's dream—until poor Tom, his⁸⁵ dead brother-in-law, had so unwise accepted the lawyer's suggestion that he relieve him of the trouble⁸⁶ of filing the satisfaction piece on the Crandall mortgage. With the mortgage paid off on the homestead, Len could have⁸⁷ built a filling station a hundred yards up the road, right in front of his own house, and, by making a short cut-off⁸⁸ to the other road, have got all the trade. But now that dream was never to be fulfilled, for Tom was dead, Mason had⁸⁹ filed the satisfaction piece, and had denied everything that Tom had sworn to be true with his dying breath.⁹⁰

Mason had let the contract for building the new garage and filling station to Sheriff Higgins, who, knowing Crandall⁹¹ to be in need of ready cash, had hired him to tear down what was left of the burned smithy, clean up the ground⁹² generally, and excavate for the foundations.

Len had hoped to finish pulling down the rim of the stack by⁹³ noon, but the lower the chimney got, the thicker became the courses of the brick and the harder the mortar. The⁹⁴ sheriff had instructed him to remove everything

for a foot or two below the surface and level off⁹⁵ the ground. Now, after a short rest and smoke, he took up his mattock and attacked the foundations once more. Having loosened⁹⁶ the ground on three sides of the chimney, he had just started to do the same upon the fourth, when his pick came in⁹⁷ contact with an old tin can which had either been purposely buried behind the stack or, if dropped there unintentionally⁹⁸ or laid down casually and forgotten, had in time become covered with earth.

Len was no believer⁹⁹ in fairies, and he was on the point of chucking the can out of the way when its weight led him to examine¹⁰⁰ it more carefully. The tin was about a foot in length, four inches square, and thickly covered with rust—an oilcan¹⁰¹ possibly. He put his foot on it and struck off the cover with his mattock, revealing a wad of newspaper,¹⁰² yellow with age. This he pulled out. Beneath was a package wrapped in oilcloth. Len rested his mattock against the chimney¹⁰³ and sat down the better to examine his find, unmindful of the fact that a third party had come upon¹⁰⁴ the scene and was watching the proceedings with an interest fully equal to, if not greater than, his own.¹⁰⁵ Inside the oilcloth was a heavy Manila envelope tied with pink tape, which, with the waterproof cover, had¹⁰⁶ perfectly protected the contents—a bundle of engraved sheets, each bearing at the top the picture of an express¹⁰⁷ train hurtling through a beautiful landscape full of standing grain. Attached to each sheet was another sheet made up¹⁰⁸ of a great number of little tickets, each marked "\$25.00."

Len had never seen any corporate¹⁰⁹ securities, but even his untutored mind had no difficulty in grasping the fact that these were railroad bonds¹¹⁰—five of them, each bearing undetached coupons from 1913 to date. He was vaguely wondering who¹¹¹ the owner could be when a shadow fell across his vision and he heard Squire Mason's harsh voice.

"What have you got there," Crandall?"

That Mason should have the effrontery to accost him made Len angry.

■ Each month the BUSINESS EDUCATION WORLD presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in perfect Gregg Shorthand in the same month's issue of THE GREGG WRITER. Through the use of the following cross-index, these dictation materials serve also as a ready key to the shorthand plates in that magazine.

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"I don't see what business it is" of yours!" he retorted.

"It's a whole lot my business," retorted the squire, "seeing this is my property!"

"I thought" it was Bill Gookin's."

"I foreclosed on it three weeks ago.—Anyhow, that's neither here nor there.—Give me a look at" those papers!" and Mason, stooping, extended a horny hand. Crandall held the bonds out of his reach and scrambled to" his feet, but not before the squire had read the inscriptions and gained a general impression of the number of" bonds in the package.

"Beech Creek and Mohawk, eh!—How many of 'em?"

Crandall replaced them in the envelope, which he" stuffed into his pocket.

"It's nothin' to you how many there are," he said. "They're not yours, are they?"

"We'll see whether they" are or not!" snarled the squire. "They're mine in law, all right. If you don't give me those bonds, I'll swear out a warrant for your arrest!"

Crandall regarded him with contempt.

"It would take more than a threat from a thief like you to make me give 'em up," he replied. "You stole twelve hundred dollars from me.—Go ahead and get your warrant! I'll get one for you at the same" time."

"Have it your own way!" answered Mason. "Either you give up those bonds to me or I go right down to the sheriff's" office."

He turned on his heel, walked to where his

car was parked by the side of the smithy, and climbed in.

"Don't wait on my" account!" shouted Len.

Squire Mason's rapid progress toward Pottsville was evidenced by the white screen of dust that drifted" slowly across the fields behind his motor. Len had no fear that he would put his threat into execution. Even" if Mason had got a judgment of foreclosure and sale for the property, that didn't make him the owner;" and, anyhow, he'd always understood that "findings were keepings." It seemed incredible that the owner of the" bonds should not have turned up, for a rapid calculation showed them to be worth in the neighborhood of eight thousand" dollars.

They certainly had not been put there by Sam Bellows—for Sam had never had fifty dollars to his name" at any one time in his life and it was a most unlikely place for "Togger Bill" Gookin to cache his surplus," even if in any stretch of fancy he could be credited with such an amount. Who could have hidden them?"—Len grew excited. Maybe, if they didn't belong to anybody alive or in a position to claim" them, he would have the right to keep them himself!

The thing to do was to put the bonds in a safe place and then get hold" of some lawyer who could advise him as to his rights. Len placed the package in his breast pocket, buttoned his jumper" tightly across his chest and started toward the village. (1909)

(To be continued next month)

Steinmetz—He Created Man-Made Lightning

WILFRED A. PETERSON,
in "The Friendly Adventurer"

ONE MINUTE there was a miniature village with houses and trees and a white steepled church. Then there was a hum" and a glow in the vacuum tubes. A zig-zag flame broke over the village. There was a terrific crash. When the" whirlpool of smoke cleared, the trees were dust, the houses were in ruins and the church with the white steeple was gone. Steinmetz," with his monster generator, had created an electrical storm in his laboratory.

Charles Proteus" Steinmetz was a hunch-back dwarf with a giant mind. His professors nicknamed him "Proteus" after the little" god in the Greek legend. This god was no bigger than a human hand. When trapped he could change himself into a thousand" different shapes. If his captor held him firm, however, he would gradually resume his real shape and whisper into his captor's ear the secrets of the universe. He possessed all the knowledge men were looking for." Young Steinmetz was like that. He had a magical ability to juggle figures. At eight years of age he knew" algebra and geometry. Born Karl August Rudolph Steinmetz in Germany in 1865," he changed his name when he came

to America. And he took his nickname, "Proteus," as his middle name.

President" Eliot of Harvard, when conferring an honorary degree on Steinmetz in 1901, called" the little man "the foremost electrical engineer in the United States and, therefore, in the world." The Chairman" of the Board of General Electric called Steinmetz "thinker in the class of Newton." They told him: "Here is" our entire plant. Do anything you want with it. Dream all day if you wish, we'll pay you for dreaming."

Steinmetz dreamed great" dreams. He discovered the law of hysteresis, or loss of power in alternating currents. The blind building" of generators was done away with and their building reduced to an exact science. He tamed electricity" to the service of man. He formulated a symbolic method of calculating alternating-current" phenomena. He invented "lightning arrestors" to protect high-power transmission lines.

"Incalculable" is the power of electricity to destroy," he said, "when wielded by a foolish hand . . . but equally" incalculable when wielded by a wise hand, is the power of electricity to build." (417)

A Check's Trip Through the Bank

From "about The First,"
issued by The First National Bank of
Boston, Massachusetts

A DEPOSIT is made at a teller's window by a customer. The teller will stamp this check, then list it among¹ other deposits before making up a block for proof in the General Settlement Department.

The check² is listed in a block of checks on an IBM machine. After being recorded on the proof tape, the machine³ will automatically sort the check into its respective bookkeeping unit. The units are divided⁴ into alphabetical ledgers.

The check is verified by the bookkeeper, who makes sure the present balance⁵ covers the actual payment. Later, the check will be posted in one operation to both the customer's⁶ statement and the daily journal sheet.

The check is photographed by a Recordak machine. This picture of the⁷ check provides a permanent record on film for future reference. The customer's statement is also photographed⁸ at the end of the month and kept on file by the bank.

The check is cancelled on a machine that perforates the⁹ bank initials and the date. It is then returned to the bookkeeper to be filed under the customer's account¹⁰ and held until the end of the month.

Statement is delivered to the customer, who carefully examines all¹¹ checks paid against the account during the month, being especially anxious to make sure that checkbook balance is¹² in agreement with that listed on the statement.

While each check is handled six or more times during its trip through the¹³ bank, it also renders a service that insures each depositor of a safe and convenient way to transmit¹⁴ funds while furnishing an accurate record of all financial transactions. (294)

Journey of a Word

STRANGER than any Jules Verne fiction is the trip your voice takes by telephone. It spans the continent in one-twelfth¹ of a second—over a private speedway with green traffic lights all the way.

Your voice is changed into electrical² waves so that it can travel over the wires. Some waves travel too fast, and have to be slowed down, so others can³ keep pace. Waves get tired, and electronic amplifiers give them new energy to speed them on.

All arrive at journey's⁴ end on split-second schedule and out steps your voice—changed back into words again. The wonder of it is that the words⁵ sound like you and are you—with your own tone and mood and personality. Bell Telephone Laboratories design,⁶ improve and fit together the millions of intricate parts that make possible the journey of your words. It is a job that never ends. (145)



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Skytography

From "Boeing Magazine," July, 1948

HERE is more than one type of platform in this country, as politicians have been pointing out this summer, but perhaps¹ one of the most unusual ones belongs to a group of men in Tulsa, Oklahoma. Their platform covers² much of the Midwest, and is designed for getting pictures rather than votes.

And the pictures the men are taking³ are no ordinary photos. They are aerial shots of the Midwest taken from an altitude of⁴ 36,000 feet.

To obtain their photos the gentlemen from Oklahoma chose as their platform a Boeing⁵ B-17 Flying Fortress, a plane that already had won fame as a steady platform for bombardiers and⁶ scientists.

Purchased from the War Assets Administration by the Universal Aviation Company of Tulsa, the Fortress actually is still working for Uncle Sam. The pictures it is taking are for the Army⁷ Mapping Service.

The AMS has given Universal an experimental contract, the first one let⁸ to a commercial concern, that calls for high-altitude mapping of a strip of the United States roughly⁹ 275 miles wide from a point near Rochester, Minnesota, to almost the Oklahoma-Kansas¹⁰ line. In addition, areas in Arkansas and most of northern Louisiana are included in¹¹ the contract. In all, about 160,000 square miles are to be photographed with the help of the Fortress.¹²

This is the first contract the Mapping Service has let that calls for pictures to be taken at an altitude¹³ of 36,000 feet—or more than a mile higher than Mount Everest, the world's loftiest mountain. Relieved¹⁴ of much of its wartime weight, the Fort makes remarkably good time as it cruises back and forth regularly on¹⁵ its mapping plan.

The plane is big enough to supply more comfort than any of the other suitable surplus¹⁶ planes available. However, the Fort isn't pressurized like its big brothers, the Boeing B-29 and¹⁷ B-50, so the four-man crew must wear oxygen masks and other high-altitude equipment while at work. Lack¹⁸ of pressurization frequently subjects the crew to the bends, chokes, and creeps.

"The sensations, which are foreign to¹⁹ the inhabitants of the lower regions, may be humorous to look back upon, but at the time they are quite²⁰ serious," states Amos W. Anderson, manager of the company's aerial survey division.²¹ Don Roberts, president and crew-member of Universal Aviation Company, estimates that the plane²² will be flown nearly 300 hours at high altitude on the present assignment. It will cruise along flightlines²³ from 100 to 300 miles long, and seven and one-half miles apart.

Each individual photo shot²⁴ along these flightlines will cover an area of approximately 100 square miles. The scale on each picture²⁵ will find one inch equaling 5,833 feet. As the photos are pieced together they²⁶ will furnish a complete, almost relief-like, map of

the Midwest to be used in the study of flood control and²⁷ prevention of soil erosion.

Universal's flights with the Fortress do not end with the taking of pictures,²⁸ however. On each photographic mission, the crewmen and the B-17 are pioneering a new phase of the pictorial survey industry. Just what will be developed from the new study is not yet known, but the²⁹ B-17 at least is keeping its hand in pioneering. (631)

Actual Business Letters

Mr. Lloyd Pratt, 216 South Cuyler Avenue, Berwin, Illinois. Dear Mr. Pratt:

With every passing¹ season more and more men are wearing King clothes. And it is no wonder, as our men's clothing department has been growing² by leaps and bounds. We have been able to supply fine quality clothing at sensible prices.

Of special³ interest right now are two top-coats that have just arrived. We are letting you and our other charge-account customers know about them before we advertise them in the papers and on the radio. Just turn this letter over⁴ for a detailed description of these two topcoat values that absolutely defy comparison.

Come in⁵ to see them—you will find a friendly welcome at King's at all times.

Sincerely yours, (134)

Mr. Frank Lane, 2133 Lake Avenue, Clifton, New Jersey. Dear Mr. Lane:

We want you to be¹ one of the first to hear our story. It starts sometime ago when fine woolens and imports were beginning to² disappear from the shelves and the letdown in high standards was being justified with, "Sorry—the War, you know."

That was³ selling suits, but not custom tailoring. For real tailoring is more than just tape and cloth and stitches. It is those⁴ things and a little more—skilled fingers and plain old-fashioned courtesy.

We decided then to start our own firm. We⁵ felt that you and many others would appreciate the sort of service we could give.

Just recently we were able⁶ to secure considerable stocks of the finest woolens you have ever seen. These are no wartime woolens,⁷ but newly woven worsteds, shawls, and flannels from famous English and domestic mills.

The pick of the lot can⁸ be made up for you in six weeks, or less.

Yours truly, (169)

Sea Moss Founds Industry

OLD MAN NEPTUNE aided by chemistry has made another contribution to industry—sea moss. Begun a few¹ years ago, processing sea moss has become a thriving industry on the northeastern coast. The processed moss is used as a thickening agent in the food industry. Chemical derivatives are also used in paints, ointments,² cosmetics, and toothpastes.—*Information News and Views* (69)

Graded Letters

A. E. KLEIN

For use with Chapter One of the Manual

Dear Sir:

I hear that Dan Clay was hit in the leg when a cracked rail wrecked the 10:30 train at Erie today. He¹ cannot get here in time to go to the meeting at the end of the month. I need the data he had ready. Can² you get me this by that time?

Is there any truth in the tale that Mr. Lee, head of the Lee Linen Mill, will be³ at the meeting? He could be of great aid in getting you what money you desire at the minimum rate. I cannot⁴ be in Gary but a day.

Yours truly, (88)

Mark:

I am going to Glen Lake and would like you to come with me. There is a dairy there that I am eager to¹ get (the men market meat, too, and would like to get rid of it). It is a good clean dairy and is making money.² I will get your train ticket. Meet me at the train gate at two.

Nick (51)

Nick:

I cannot take the train to Helena today. My Dad is ill and I am remaining here a month. Mr.³ Lane will take the data to you.

Mark (28)

Larry:

I cannot handle the Neil claim well without your aid. Can you be here by ten? I need not add that those other¹ men will be eager to gain their end.

Larry (28)

Mr. Gray:

Our team will need many an hour of training. The men are aware that you are good at attack and tackle¹ and would like your aid. Will you drill them?

The game will be the middle of the month at Gretna Green.

Henry (39)

Chapter Two

Dear Sir: One leg of the baby's crib, which came today, has a deep scratch. I would like you to take back this crib and ship¹ me another.

As Mrs. Baker is staying at present at 15 Jamaica Place, she would like the crib shipped here. Very truly yours, (44)

Dear Sir: Mr. James Blair is planning to build Midvale about the middle of next month. He thinks a factory¹ for the making of blades will be a great thing for this city and he would like to tell the businessmen here something² about it.

He claims that such a factory will be an asset to Midvale, because it will give work to our³ laboring people and help our businessmen to sell more goods.

It goes without saying that much money will be needed⁴ to get such a factory going. Blair thinks he can get our businessmen to pledge some aid.

There will be a meeting⁵ when Mr. Blair comes to the city and at this meeting he will tell the businessmen all about his plans and be⁶ ready to give a thorough analysis of the matter. By the end of the meeting, I am willing to bet⁷ that every businessman present will be very much in favor of Mr. Blair's plans.

If our city is to⁸ have such a factory, then every businessman here must come to this meeting and help raise the needed money.⁹ I should like you to be present to help in this good cause. Yours very truly, (194)

Dear Madam: In three days Alfred's will begin a big sale of ladies' dresses. You will be given first chance at the¹ many fascinating bargains.

Present this letter to the woman at the dress racks and take your pick before the² sale is made public on the 8th of this month.

Yours very truly, (51)

Chapter Three

Dear Sir: Yesterday I received your letter asking for details about Mr. Joseph Low's work with our company.¹

Mr. Low was in our employ from 1941 to 1947, during² which time he rose to become head auditor. He was always a hard worker and generally the first to get³ to the office of a morning. In our opinion you will have to seek far before meeting with a better or⁴ harder worker.

Because of ill health it was necessary for him to leave our company for several months.⁵ He went abroad and is, I believe, again in good health.

Mr. Low was told that his job as head auditor was⁶ his for the asking, but his doctor believes that it would be much better for him to work in the open air.

Joseph⁷ Low's hard work and business brains were major factors in increasing our business and should also be major factors⁸ in increasing yours. I believe his knowledge of your business and of the subject of accounting will make him⁹ most important to your company.

Very truly yours, (190)

Dear Sir: I know that coal dealers cannot possibly state on what day they will ship their coal, but I also know that¹ I cannot plan future operations, keep workmen employed, and ship goods without coal.

Never before has the coal² in my bins been so low. I have already had to lay off many of my workmen and I am taking orders³ subject to receiving the necessary carloads of coal I have ordered from you.

Not only will my losses⁴ be great, but most of the people living in this city will be faced with hard times if I have to close the⁵ Consolidated Motors Factory. With your complete knowledge of the situation your opinion of what is likely⁶ to occur would help greatly.

Yours very truly, (129)

Queer Superstitions, Beliefs, and Practices of the Past and Present

From "Paper Clips," in "Bindery Talk"

THE LEFT HIND FOOT of a rabbit caught in a graveyard at midnight in the dark of the moon—why, that's a powerful lucky piece, anybody knows that; but the rabbit is a sign of bad luck in many countries. In Germany,² people believe that a person on a business trip will have little success if a rabbit crosses his path, while³ in Scotland it is considered very bad luck to start a rabbit from the last stand of grain harvested from a field.

MANY YEARS AGO, people thought that yawning might permit the soul to leave the body through the open mouth, and⁴ so the hand was placed before the mouth to prevent the soul from departing and to keep devils and demons from⁵ entering the body.

THE FOUR-LEAF CLOVER has been a lucky piece since medieval days. Among its virtues was⁶ the power to prevent madness, and the power to bring mutual love to two people who ate a four-leaf clover⁷ together. (143)

Transcription Speed Practice

Dear Mrs. Jones:

The satisfactory manner in which you have been paying on your account is sincerely¹ appreciated.

We enjoy your visits to our store and believe you will agree that you can make your income go² further by purchasing your everyday needs from us.

We shall be happy to have you take advantage of the³ following special privileges in adding to your account while it is still open:

- (a) No down payment will be⁴ required except for certain articles priced at \$50 or more on which our credit regulations require⁵ that we obtain a deposit.
- (b) Your total purchase may be as low as \$5. The carrying charges⁶ and amount payable monthly will depend on the amount of your purchase.

You can use our Easy-Payment⁷ Plan to purchase any merchandise we sell.

Also, if you wish to order from our Mail Order store any⁸ merchandise we do not carry in stock, our Catalogue Order Department will be glad to help you prepare your order.

Sincerely yours, (184)

Dear Mrs. Barnes:

There is nothing too good and no effort too great when it comes to bringing bargains to our old and¹ valued customers!

We feel that our preferred customers, like yourself, are entitled to extra consideration, especially in times like these. That is why we have gone to such great lengths in preparing these special money²-saving values for you.

Beyond all that, I have a friendly interest in you and your family because you¹ have been friendly and helpful to us. I look upon you as one of those who have helped to build this business, and I² want you to know that we always will see to it that you get the best of everything we have to offer.

So,³ look through the enclosed confidential Catalogue of Savings and see what remarkable bargains we have reserved⁴ for you. We have tried to secure enough merchandise to take care of all our customers, but play safe and shop early⁵ to avoid disappointment!

Cordially yours, (169)

A Plaintive Note

(Junior O. C. A. Test for September)

Dear Bill:

I have a bone to pick with you, my friend. This place is not the spot to air one's lungs and sleep in peace. I dream¹ of frogs, and bats, and mice, and wake to find good reason for it, too. The lake is flat and dull even when the sun shines² on it. But, oh, how I dread to walk beside it in the moonlight. All the mosquitoes are singing "Love's Old Sweet Song," with only one thought when they see me—to satisfy their greed!

Gale (71)

Every Man However Wise

(September O. C. A. Membership Test)

EVERY man, however wise, needs the advice of some sagacious friend in the affairs of life, but advice is¹ seldom welcome and those who need it most like it least.

Nothing is less sincere than our mode of asking and giving² advice. He who asks pretends to have a deference for the opinion of the person to whom he puts his question, while the truth is that he only aims to get approval of his own. And he who gives advice repays the³ confidence reposed in him by professing a zeal he does not have, for the truth of the matter is that his interest⁴ lies only in his own reputation.

No man is so foolish that he may not sometimes give good counsel, and⁵ no man is so wise that he may not err if he takes no other counsel but his own. (135)

THE PRACTICAL MAN is the adventurer, the investigator, the believer in research, the asker of¹ questions, the man who refuses to believe that perfection has been attained. There is no thrill or joy in merely² doing that which any one can do. . . . It is always safe to assume, not that the old way is wrong, but that there may³ be a better way.—Henry R. Horner (68)



"Either you give me a raise, Mr. Huzzel, or I tell your wife where you hide when she comes here!"

By Wits and Wags

EMPLOYER (to newly hired steno): Now hope you thoroughly understand the importance of punctuation?

Steno: Oh, yes, indeed. I always get to work on time.

• • •
"Hmmm," said the tourist, "looks like we might have some rain."

"Could be," drawled the man from the dry western plains. "I shore hope so. Not for myself, but for the kids. I've seen it rain."

• • •
A BUDDING YOUNG SOPRANO, making first appearance in a concert, apologized for having a cold. She sang: "I will hang my harp on a high willow tre-ee-ee; I will hang my harp on a high willow tre-ee-ee," time breaking the high note. Suddenly a voice came from the balcony: "Try hanging it on a lilac bush!"

• • •
CLERK: These are exceptionally strong clothes, sir. They simply laugh at the laundry. Customer: Yes, I know that kind. I had to come back with their sides split.

• • •
A LITTLE GIRL kept complaining because her parents never let her stay up. One evening her mama and papa had company so they could not have time for her. After an hour or two of listening to all the stuffy grown-up conversation she could stand it no longer. She said: "May I go to bed now, Mother? I'm tired of this night life."

Professional News

(Continued from page 9)

PRIVATE SCHOOLS TO MEET WITH NBTA

When the National Business Teachers Association holds its annual convention at the Book-Cadillac Hotel in Detroit, December 27-30, there should be a record attendance: representatives of the three largest associations of private schools will converge jointly with the NBTA.

Arrangements have been worked out by which the National Association of Accredited Commercial Schools, the American Association of Commercial Colleges, and the National Council of Business Schools share convention time and facilities.

A tentative schedule worked out by PRESIDENT L. H. DIEKROEGER and his Arrangements Committee calls for the following: *Monday, December 27*—Joint meeting of the NAACS and AACC in the morning; joint luncheon; separate NAACS and AACC meetings in the afternoon; and banquet of the NCBS in the evening. *Tuesday, December 28*—Meetings sponsored by the NCBS; buffet dinner for all attending the convention; 8:00 p.m., opening session of the NBTA. *Wednesday, December 29*—Meetings of the NBTA; joint banquet of the NAACS and AACC. *Thursday, December 30*—NBTA meetings; NBTA banquet.

NBTA CHAIRMEN

Next Easter members of the Eastern Business Teachers Association will meet at the Hotel New Yorker in New York City. PRESIDENT JAMES R. MEEHAN (Hunter College, New York) has appointed the following committee chairmen:

HAROLD BARON (Lafayette High School, Brooklyn), general chairman; LLOYD H. JACOBS (New Jersey State Department of Education), program director, assisted by WILLIAM J. HAMILTON (Pierce School of Business Administration); FRANCES V. GAYNOR (P. S. du Pont High School, Wilmington), membership chairman, assisted by ARTHUR C. LONG (Boston); JOSEPH GRUBER (Central Commercial High School, New York), publicity; SOLOMON C. STEINFELD (Franklin K. Lane High School, Brooklyn), banquet; and MRS. EDWARD C. CHICKERING (Jamaica High School, New York), social hostess.



ON THE LOOKOUT

A. A. BOWLE

1 A mechanical copyholder made by Franklin Black & Company has a wide ledge for holding letterheads, legal sheets, notebooks, and other copy. It is designed to fold flat without disturbing its mechanical arrangement. It has a line-by-line lever-action guide and is made of lightweight metal.

2 The Systems Division of Remington Rand Inc. announces new improvements in the design of "Kardex Imperial" visible-record card equipment—shorter slides for easier access in posting entries to record cards, an ingenious new slide extension that makes insertion or removal an easy one-hand operation, and new prescored pockets that lie back flat from the first time they are used.

3 The Elbe File & Binder Company, recently announced that its de luxe 2-Dex classified telephone index and address book is now ready.

Covers are richly padded in a choice of

A. A. Bowle September, 1948
The Business Education World
270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

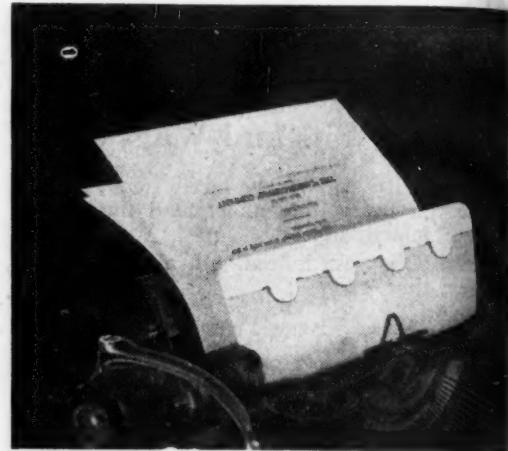
1, 2, 3, 4

Name

Address

red, blue, or green pin seal or brown Spanish-grain simulated leather. The embossed front-cover design has title stamped in gold. Other features include bronze-plated, three-ring booster mechanism with flappers and genuine red leather-tabbed classified index with gold-lettered A to Z tabs. Sheets are printed in neutral gray, with space for names, addresses, phone numbers, and individual names. Sheet size is 8½ by 5½ inches with space for 1,400 listings.

4 Codo "Carbon-Gripper" is a flexible backing sheet devised to assure perfect alignment of assembled carbon and sheets of paper. Four "tongues" are cut



about an inch from the top of the backing sheet; the papers are placed under these tongues and held in position by them. Saves wear on ribbons and platen; produces greater number of legible carbon copies at one writing; and works equally well on soft, medium, or hard platens, say the manufacturers.

I would also like to know more about:

- Burroughs' Calculators (front cover)
- Royal's typewriters (page i)
- A. B. Dick's mimeograph machines (page ii)
- Remington-Rand's Identic Filing Sets (page 3)
- Gregg's professional series (page 4)
- Hammond's Adjustable Typing Desk (page 7)
- Eraser-Stik (page 9)
- The Gregg Writer (page 10)
- Esterbrook's shorthand contest (page 46)
- Gregg's *Directed Homework in Shorthand* (page 57)
- Gregg's workbooks (back cover)
- Remington-Rand's typewriters (back cover)